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ABSTRACT

Ninety-one projects funded by the Elementary and Secondary Education Act Title III, and providing funds to public school districts to demonstrate the feasibility and practicality of eudcational improvements, are summarized and highlighted in this project status and progess report of Ohio ESEA Title III programs. Projects are broken down according to seven categories which in most instances are said to correspond to the six statewide goals adopted by the State Board of Education in June of 1973: basic academic skills, capabilities of aesthetic experience, career education, personal development, institutional support systems, learning to be a learner, physical fitness, and recreation and mental health. Another categorization, adaptation projects, includes 6 programs with procedures for implementation at reasonable cost. These programs are based on six earlier Title III projects. Eight Title III projects that have been certified by out of state evaluation teams as having met or exceeded rigorous standards of educational excellence in a national validation process are being considered for national dissemination. It is asserted that in 1975, Ohio became the first state to offer proven, carefully evaluated educational designs for adaptation to individual school districts through ESEA Title III. (Author/AM)

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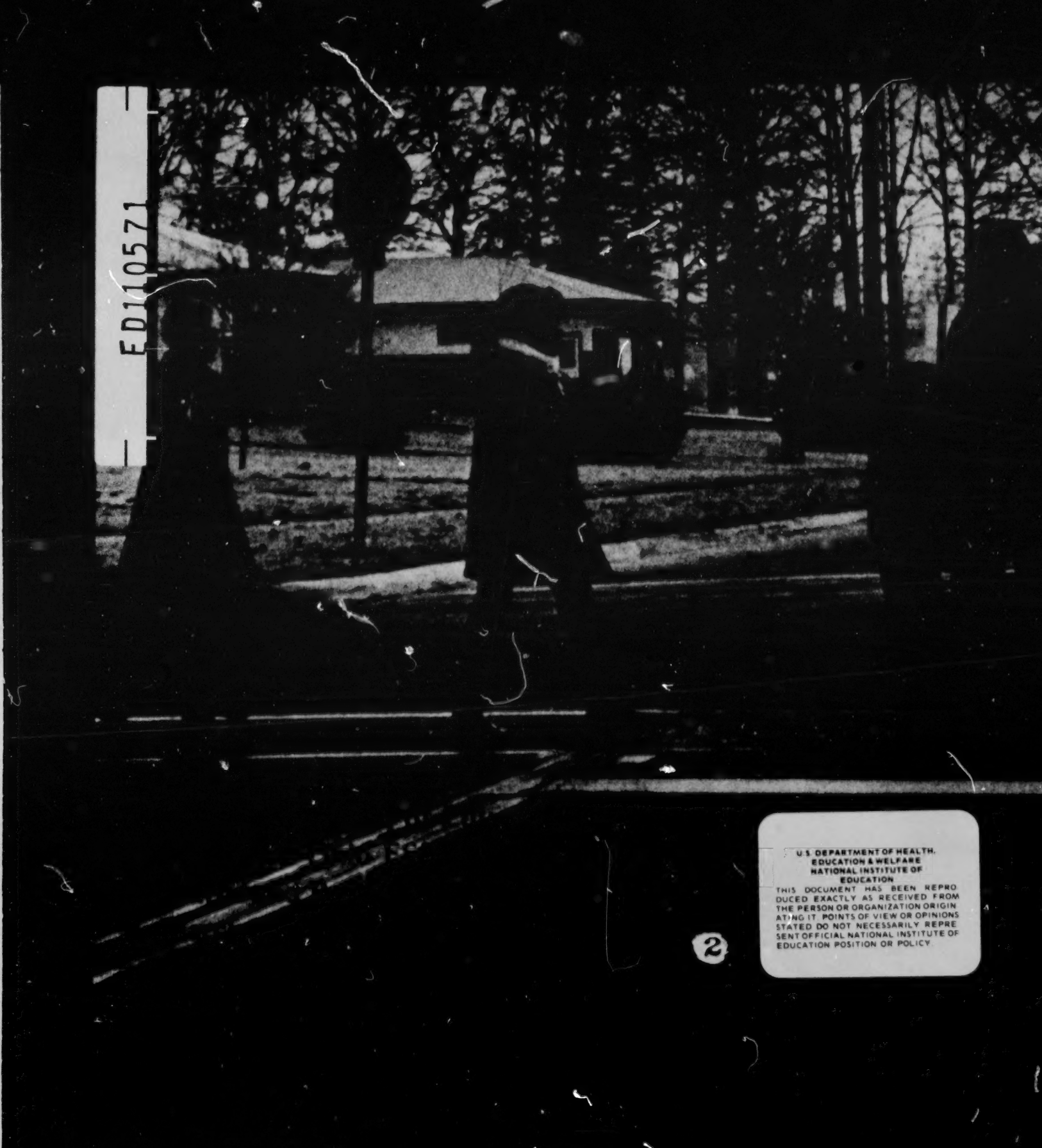

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ASSISTANT DIRECTOR

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ASSISTANT DIRECTOR

Greg Goodman
COMMUNICATIONS CONSULTANT

Foreword

This publication summarizes and highlights the 91 ESEA Title III developmental projects and 81 adaptation grants funded and functioning in Ohio as of November 30, 1974. It is the third report in response to an enactment of the 110th General Assembly which requires semiannual reports on the status and progress of Title III projects.

The purpose of Title III of the Elementary and Secondary Education Act of 1965, as amended, is to provide funds to public school districts to demonstrate the feasibility and practicality of educational improvements. To assist Ohio school districts in achieving this purpose, the Ohio Department of Education annually identifies and selects projects which indicate a high potential for success. Grants are awarded on a competitive basis.

To enable Ohio school districts to qualify for Title III assistance, the Ohio Department of Education must submit annually to the U.S. Commissioner of Education a detailed state plan. This plan, which must conform to federal regulations, is the basic policy statement for Title III administration. Essentially, the regulations require the state plan to provide for financial support of guidance and testing programs at the state and local level, the funding of projects for handicapped students, and the effective participation of children in the nonpublic schools, where feasible. Federal regulations also require the establishment of a sta assist in the development of the state plan and to m regarding the funding of projects.

Ohio's Title III activities received nationwide atte year when eight projects were certified by out-of-sta having met or exceeded rigorous standards of educ national validation process. These validated project special dissemination efforts within the state, and projects from other states, will be considered for activities by the U.S. Office of Education.

This year, Ohio became the first state to offer prov educational designs for adaptation to individua through Title III of the Elementary and Secondar adaptation process is the nation's outstanding disse

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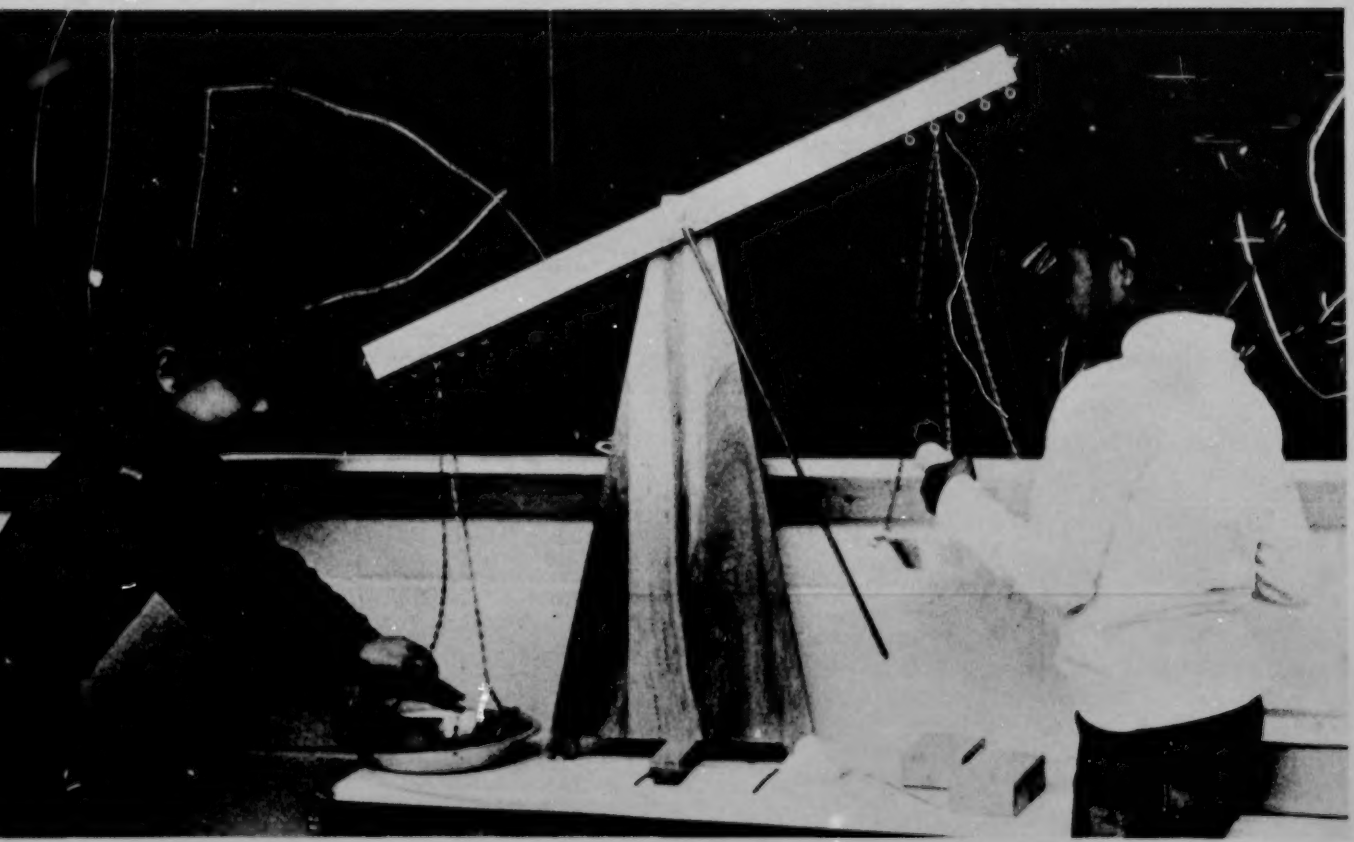
Ohio's Title III activities received nationwide attention during the past year when eight projects were certified by out-of-state evaluation teams as having met or exceeded rigorous standards of educational excellence in a national validation process. These validated projects will be the subject of special dissemination efforts within the state, and, along with validated projects from other states, will be considered for national dissemination activities by the U.S. Office of Education.

This year, Ohio became the first state to offer proven, carefully evaluated educational designs for adaptation to individual school district use through Title III of the Elementary and Secondary Education Act. This adaptation process is the nation's outstanding dissemination effort.

Through this report it is hoped that members of the General Assembly and other interested persons may review the achievements of school districts in the utilization of Title III, ESEA resources.

Martin W. Essex
Superintendent of
Public Instruction



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Preface

This issue of Profiles has been substantially revised to facilitate use. All projects currently funded have been identified by major emphasis, and are listed by category. In most instances, the categories correspond to the six statewide goals adopted by the State Board of Education in June of 1973.

The breakdown of the 91 projects is as follows:

• Basic Academic Skills	54
• Capabilities of Aesthetic Experience	1
• Career Education	12
• Personal Development	13
• Institutional Support Systems	6
• Learning to be a Learner	4
• Physical Fitness, Recreation and Mental Health	1

In addition to the 91 developmental projects, the Division of Planning and Evaluation recently awarded 81 special Adaptation grants. These Adaptation projects, based on six earlier Title III projects, include procedures for implementing each of the projects at reasonable cost. Thus, a category called "Adaptation Projects" has also been added.

Since 1966, Ohio schools have received $57,160,699 from Title III sources. This year $4,442,000 was allocated for developmental projects, while $1,053,000 was used for Adaptation.

An index listing each project title and school district can be found at the back of the publication. For further information pertaining to each project, contact the superintendent of the grantee school district.

A special thank you is extended to the following school districts; Ashtabula Area City, Cincinnati City, Cleveland City, Columbus City, Kenston Local, Upper Arlington City, Whitehall City and all other school districts which submitted photographs for this publication.

Contemporary Elementary Social Studies

This project provides a social studies curriculum which focuses on individual citizenship responsibilities with special attention to significant urban problems.

Twenty instructional units are presented by teachers to elementary students. Instructional materials kits which accompany each of these units support and supplement the units. Teachers receive inservice training to assist them to prepare to instruct students in the content areas covered by the units.

An overall emphasis of the project is that of instructing students in an atmosphere of inquiry. Teachers receive inservice to develop skills in causing students to initiate inquiry.

Fifty elementary teachers in Franklin Monroe (Darke County), Liberty Center (Henry County), and Little Miami Local Schools (Warren County) are involved.

Each of the three school districts is on schedule in implementing these projects. Teachers have received two inservice sessions, and most materials in the instructional materials kits have been received. Participating classrooms are in various stages of receiving instruction in this social studies curriculum.

Project costs range from $11,536 to $18,411. Total Adaptation costs for these three projects is $44,510.

Diagnosing the Learning Needs of Y

This project provides a sequential curriculum for
grade six designed to detect, determine and corre
among four- and five-year olds.

Participants receive inservice training on the scree
physical and psychological problems which may i
also receive inservice training in conducting a perc
program.

Two hundred seventy-four teachers, psycholo
therapists, school nurses, and 120 teacher aides
school districts constitute the participants:

Benton-Carroll-Salem Local Schools	O
Fairfield Local Schools	B
Findlay City Schools	H
Franklin City Schools	W
Hancock County Schools	H
Ironton City Schools	L
Logan County Schools	L
Louisville City Schools	S
Loveland City Schools	H
Medina County Schools	M
Orrville City Schools	W
Pike County Schools	P
Piqua City Schools	M
Riverdale Local Schools	H
Rock Hill Local Schools	L
Wapakoneta City Schools	A

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month of the school year. Perceptual motor t
underway in each of the 103 classrooms partici
Preschool screening for next year's kindergarten
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Project costs range from $6,977 to $19,654. Tota
these sixteen projects is $212,122.

Elementary Social Studies

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,536 to $18,411. Total Adaptation costs
4,510.

Diagnosing the Learning Needs of Young Children

This project provides a sequential curriculum for kindergarten through grade six designed to detect, determine and correct learning disorders among four- and five-year olds.

Participants receive inservice training on the screening and diagnosis of physical and psychological problems which may impede learning. They also receive inservice training in conducting a perceptual motor training program.

Two hundred seventy-four teachers, psychologists, speech-hearing therapists, school nurses, and 120 teacher aides in the following 16 school districts constitute the participants:

Benton-Carroll-Salem Local Schools	Ottawa County
Fairfield Local Schools	Butler County
Findlay City Schools	Hancock County
Franklin City Schools	Warren County
Hancock County Schools	Hancock County
Ironton City Schools	Lawrence County
Logan County Schools	Logan County
Louisville City Schools	Stark County
Loveland City Schools	Hamilton County
Medina County Schools	Medina County
Orrville City Schools	Wayne County
Pike County Schools	Pike County
Piqua City Schools	Miami County
Riverdale Local Schools	Hardin County
Rock Hill Local Schools	Lawrence County
Wapakoneta City Schools	Auglaize County

The 16 school districts are on schedule as they proceed to implement the project. All kindergarten students were screened within the first month of the school year. Perceptual motor training programs are underway in each of the 103 classrooms participating in the project. Preschool screening for next year's kindergarten students will be conducted during the spring of 1975.

Project costs range from $6,977 to $19,654. Total Adaptation costs for these sixteen projects is $212,122.

Environmental Curriculum

This project provides an environmental curriculum on current concerns such as pollution and the use of increasingly scarce energy resources. The instruction is designed to develop critical thinking and problem solving skills.

Participating teachers receive inservice training in use of the environmental curriculum materials. A particular emphasis of the inservice training is to gain concern, awareness and commitment on the part of the teachers, by which they may assist students to gain concern, awareness and commitment for protecting our environment. In addition, students develop skills in critical thinking and problem solving.

This curriculum is based on the assumption that factual knowledge gained in the science and social studies disciplines is necessary but not sufficient. Students also need to understand and appreciate the more abstract entities of beauty and personal relationships in order to improve their environment and quality of life.

Four hundred forty-three teachers in grades kindergarten through 12 in the following 12 school districts are involved:

Bath Local Schools	Allen County
Beavercreek Local Schools	Greene County
Blanchester Local Schools	Clinton County
Cambridge City Schools	Guernsey County
Columbus Grove Local Schools	Putnam County
East Liverpool City Schools	Columbiana County
Holgate Local Schools	Henry County
Miami Trace Local Schools	Fayette County
Napoleon City Schools	Henry County
Penta County Joint Vocational School	Wood County
Riverside Local Schools	Logan County
Toronto City Schools	Jefferson County

Each of the 12 school districts is on schedule in implementing the environmental curricula. Inservice sessions have been conducted and materials are being purchased. Classrooms are in various stages of receiving instruction in the curriculum.

Project costs range from $9,870 to $16,647. Total Adaptation costs for these twelve projects is $158,258.

Process For Implementing El
Guidance Services with Classroo

This project provides inservice training for teache
guidance services which utilize well-known guida

The Guidance Practices Inventory is utilized to d
and parents think is important in the area of guic
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using these benefits as a part of their classroom
benefit from the project as their self-images imp
career awareness, and as they receive correctiv
meet problems revealed by an early identificat
program.

Six hundred twenty-one kindergarten through
61 buildings in the following 14 school districts

Ada Exempted Village Schools
Barnesville Exempted Village Schools
Fairlawn Local Schools
Guernsey County Schools
Marysville Exempted Village Schools
Millcreek-West Unity Schools
Mount Healthy Schools
Ohio Valley Local Schools
St. Marys City Schools
Stow City Schools
Trimble Local Schools
Vermilion Local Schools
Warren City Schools
West Clermont Local Schools

All 14 of these school districts are on schedu
implementation of this project. All projects
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grams are in various stages of development and

Project costs range from $5,878 to $15,345. To
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	Allen County
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Schools	Putnam County
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	Henry County
ools	Fayette County
	Henry County
cational School	Wood County
s	Logan County
	Jefferson County

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ased. Classrooms are in various stages of
curriculum.

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3,258.

Process For Implementing Elementary Guidance Services with Classroom Teachers

This project provides inservice training for teachers and classroom-based guidance services which utilize well-known guidance materials.

The Guidance Practices Inventory is utilized to determine what teachers and parents think is important in the area of guidance services as well as their perceptions of need. Results of this inventory assist in determining activities to address the most critical needs. The project includes guidance materials, resources, and inservice training to assist teachers in using these benefits as a part of their classroom activities. Students will benefit from the project as their self-images improve, as they gain more career awareness, and as they receive corrective programs designed to meet problems revealed by an early identification component of the program.

Six hundred twenty-one kindergarten through sixth grade teachers in 61 buildings in the following 14 school districts are involved:

Ada Exempted Village Schools	Hardin County
Barnesville Exempted Village Schools	Belmont County
Fairlawn Local Schools	Shelby County
Guernsey County Schools	Guernsey County
Marysville Exempted Village Schools	Union County
Millcreek-West Unity Schools	Williams County
Mount Healthy Schools	Hamilton County
Ohio Valley Local Schools	Adams County
St. Marys City Schools	Auglaize County
Stow City Schools	Summit County
Trimble Local Schools	Athens County
Vermilion Local Schools	Erie County
Warren City Schools	Trumbull County
West Clermont Local Schools	Clermont County

All 14 of these school districts are on schedule as they move toward implementation of this project. All projects have administered and analyzed the Guidance Practices Inventory. Elementary guidance programs are in various stages of development and implementation.

Project costs range from $5,878 to $15,345. Total Adaptation costs for these fourteen projects is $166,611.

Resources for Preventing Drug, Alcohol and Tobacco Abuse

The purpose of this project is to provide a sequential and comprehensive curriculum for kindergarten through grade six, designed to deal with the problem of drug, alcohol and tobacco abuse.

Inservice training for teachers is intended to increase student understanding of the nature and extent of problems arising from an imbalance in body systems, the environments which affect them, and (at appropriate grade levels) the use and abuse of drug substances. The inservice will enable teachers to help students understand human motivation, the need for alternatives, and the importance of decision-making.

Two hundred twenty-nine teachers and 6,653 students in grades kindergarten through six in Black River Local (Medina County), Logan City (Hocking County), Medina City (Medina County), South Point Local (Lawrence County), and Upper Arlington City schools (Franklin County) are involved.

The five projects are on schedule with implementation activities. The five project coordinators attended a two-week training session conducted by the Educational Research Council of America in August. All participant teachers have received two days of training conducted by the Drug Education Unit of the Ohio Department of Education. Project coordinators continue to provide inservice to the teacher participants and to oversee the instruction of students in the classroom.

Project costs range from $7,559 to $14,621. Total Adaptation costs for these five projects is $59,525.

Teacher Self-Evaluation Process

This project uses video taping to allow teachers to observe, review and improve their teaching performance.

Teachers, supervisors and principals receive inservice training to enable them to analyze and improve the teachers' classroom instruction. The teacher and supervisor analyze the teacher's verbal and nonverbal interaction with students. The process helps teachers identify goals which they strive to accomplish in their teaching behavior. Once teachers identify goals, the self-evaluation process helps teachers to analyze their progress in achieving the goals.

Eight hundred seventy-two teachers, supervisors and principals in the following 31 school districts are involved:

Arcanum-Butler Local Schools
Buckeye Valley Local Schools
Caldwell Exempted Village Schools
Champaign County Schools
Columbia Local Schools
Euclid City Schools
Geneva Area City Schools
Granville Exempted Village Schools
Holmes County Schools
Indian Lake Local Schools
Leipsic Local Schools
London City Schools
McComb Local Schools
Medina County Joint Vocational School
Muskingum Area Joint Vocational School
New Lexington City Schools
Perry Local Schools
Portage County Schools
Port Clinton City Schools
Ridgewood Local Schools
Scioto Valley Local Schools
Shadyside City Schools
Sidney City Schools
Springfield Local Schools
Steubenville City Schools
Strongsville City Schools
Union County Schools
Van Wert County Schools
Wadsworth City Schools
Washington Court House City Schools
Williams County Schools

The 31 projects are on schedule as they imple
participants have received an orientation session
dures. All teachers have been video taped in a
have used the tapes to analyze their teaching
analyses, goals have been identified.

Project costs range from $10,936 to $15,650.
for these thirty-one projects is $412,829.

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e process helps teachers identify goals
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elf-evaluation process helps teachers to
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e involved:

Arcanum-Butler Local Schools	Drake County
Buckeye Valley Local Schools	Delaware County
Caldwell Exempted Village Schools	Noble County
Champaign County Schools	Champaign County
Columbia Local Schools	Lorain County
Euclid City Schools	Cuyahoga County
Geneva Area City Schools	Ashtabula County
Granville Exempted Village Schools	Licking County
Holmes County Schools	Holmes County
Indian Lake Local Schools	Logan County
Leipsic Local Schools	Putnam County
London City Schools	Madison County
McComb Local Schools	Hancock County
Medina County Joint Vocational School	Medina County
Muskingum Area Joint Vocational School	Muskingum County
New Lexington City Schools	Perry County
Perry Local Schools	Lake County
Portage County Schools	Portage County
Port Clinton City Schools	Ottawa County
Ridgewood Local Schools	Coshocton County
Scioto Valley Local Schools	Pike County
Shadyside City Schools	Belmont County
Sidney City Schools	Shelby County
Springfield Local Schools	Lucas County
Steubenville City Schools	Jefferson County
Strongsville City Schools	Cuyahoga County
Union County Schools	Union County
Van Wert County Schools	Van Wert County
Wadsworth City Schools	Medina County
Washington Court House City Schools	Fayette County
Williams County Schools	Williams County

The 31 projects are on schedule as they implement this process. All participants have received an orientation session on the analysis procedures. All teachers have been video taped in a teaching situation and have used the tapes to analyze their teaching behavior. From these analyses, goals have been identified.

Project costs range from $10,936 to $15,650. Total Adaptation costs for these thirty-one projects is $412,829.

Preschool Intervention For The Neurologically Handicapped Children

Akron City Schools, Summit County

A committee of school staff, in consultation with members of the medical profession, psychologists, and speech and hearing therapists, designed this educational program for three-and-four-year-old neurologically handicapped children and their parents in the metropolitan Akron area. The students attend class five days each week, one group of children in the morning and another in the afternoon. The classroom program develops social and self-help skills, use of speech and language, and basic skills such as counting and identifying different shapes and colors.

Approximately 20 neurologically handicapped preschool children are benefitting from this project and are served by a full-time special education teacher, a teacher aide and selected parents. These youngsters were identified through visual and auditory screening instruments.

Children have been identified, assessed and placed in either the morning or afternoon sessions of the class. The curriculum has been developed and is being used. Parents are attending biweekly meetings to learn ways to help their children.

At the end of the first year, evaluation data reveal that the mean I.Q. scores of children who received the classroom experience have increased significantly. These children also showed reasonable gains in speech and language skills, counting skills, odor identification, observation and concentration skills, social development and motor skills. A questionnaire given to parents to determine their perceptions of the program and changes noted in their children showed they were supportive of the program.

During the past two years, this project has been granted $62,900.

Reading Skill Improvement T Individualization

Antwerp Local Schools, Pauldi

Approximately 600 of the nearly 800 student Antwerp schools are participating in this projec These youngsters were identified for special servi test results in reading comprehension showed students in grades 1-8 were below grade level, ra percent at grade one to a high of 65 percent at of the project is to increase the reading vocabul of all participating students.

To provide special reading services, four reading ing two different grade levels, have been establis materials from more than 30 different publisher the teacher deter ne each student's reading nee together with necessary inservice publications. T appropriate materials which will assist studer reading skills. The project provides for diagnos assignment, and independent selection of materia

A two-week workshop designed to develop teac promote implementation has been conducted, prescriptive materials for instruction are being u ing classroom, and kits of materials from supple use by individual students have been produced. indicates that students are spending more time designed to improve skills.

During the past year, this project was granted $8

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icapped Children
Schools, Summit County

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nd their parents in the metropolitan Akron
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termine their perceptions of the program
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Reading Skill Improvement Through Individualization
Antwerp Local Schools, Paulding County

Approximately 500 of the nearly 800 students in grades 1-8 in the Antwerp schools are participating in this project during the first year. These youngsters were identified for special service because May, 1973, test results in reading comprehension showed that 42 percent of all students in grades 1-8 were below grade level, ranging from a low of 10 percent at grade one to a high of 65 percent at grade six. The purpose of the project is to increase the reading vocabulary and comprehension of all participating students.

To provide special reading services, four reading laboratories, each serving two different grade levels, have been established. Each lab contains materials from more than 30 different publishers. Materials which help the teacher determine each student's reading needs have been provided, together with necessary inservice publications. Teachers then prescribe appropriate materials which will assist students in improving their reading skills. The project provides for diagnostic testing, prescribed assignment, and independent selection of materials.

A two-week workshop designed to develop teacher understanding and promote implementation has been conducted, diagnostic testing and prescriptive materials for instruction are being used in each participating classroom, and kits of materials from supplemental workbooks for use by individual students have been produced. Available information indicates that students are spending more time in prescribed activities designed to improve skills.

During the past year, this project was granted $85,221.

Project For Effective Faculty Growth

Canfield Local Schools, Mahoning County

A survey given to Canfield teachers in 1972 revealed their interest in individualized instruction and differentiated staffing patterns. To meet the need, approximately 30 learning packages were developed by teachers during the first year of this project. An analysis of teacher tasks and roles has also occurred during the first year in an attempt to produce a differentiated staffing model. These packages are designed to assist teachers in improving their technique.

During the first year, primary participants in this project were the 45 teachers and 945 students in Canfield High School. Student teachers from Youngstown University also participate.

A Teacher Education Center has also been formed by the project. Through this center, student teachers may acquire the competencies necessary for teaching, interacting with, and complementing the permanent teaching staff in their attempt to implement the phases of a differentiated staff model.

The learning packages developed during the first year of the project are being field tested in the second year. Project staff are also contracting to develop additional learning packages during the second year.

During the past two years, this project has been granted $210,711.41.

Preschool Identification and Prever

Potential Educational F

Celina City Schools, Merce

Through a review of school records, administra
of test scores and teacher observations, schoo
schools determined a need to provide improv
school learning disabled youngster in their
learning disabled children five years old and un
school area have been identified and are involve

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During the past year, this project was granted

Effective Faculty Growth

l Schools, Mahoning County

d teachers in 1972 revealed their interest in nd differentiated staffing patterns. To meet 30 learning packages were developed by year of this project. An analysis of teacher curred during the first year in an attempt to affing model. These packages are designed to their technique.

ary participants in this project were the 45 in Canfield High School. Student teachers y also participate.

ter has also been formed by the project. nt teachers may acquire the competencies eracting with, and complementing the per- their attempt to implement the phases of

loped during the first year of the project are cond year. Project staff are also contracting ng packages during the second year.

this project has been granted $210,711.41.

Preschool Identification and Prevention Program For Potential Educational Failures

Celina City Schools, Mercer County

Through a review of school records, administrator perceptions, analysi of test scores and teacher observations, school officials in the Celina schools determined a need to provide improved services for the pre school learning disabled youngster in their community. Thirty-two learning disabled children five years old and under from the Celina City school area have been identified and are involved in the project.

The children attend a five-week summer preschool clinic where they receive help related to classroom skills, language development, body management, social responses, responsibilities and expectations. The clinic is followed up by a refresher program immediately prior to the opening of school. The children are then placed in a regular kinder- garten classroom during the school year. Each classroom is assigned a part-time teacher aide who helps to individualize each student's in- struction under the direction of the project director and the classroom teacher.

The first summer clinic apparently has succeeded in its purpose of readying children for kindergarten. Preliminary analysis of the Coopera- tive Testing Inventory and the Draw-a-Person test results shows sub- stantial gains in social and intellectual maturity as a result of the summer program.

During the past year, this project was granted $25,000.

The Utilization of Early Intervention Techniques With Handicapped Preschool Children

Cincinnati City Schools, Hamilton County

This project utilizes three full-time persons – a classroom teacher, an aide, and a full-time home instructor, and a half-time home instructor to provide special services to 27 handicapped and eight nonhandicapped children ages three to five in the Cincinnati area. The project is based on the assumption that the greatest potential for growth exists during the preschool period, and that handicapped children reached during these years have the greatest potential for overcoming the handicap.

Children are referred for services through various diagnostic reviews. Children are then assessed to determine their educational needs and enrolled for either classroom or home instruction. The classroom operates five days per week, with one class in the morning and another class in the afternoon. The participants are children with and without handicaps. The home instruction program serves only handicapped children in their own homes. Both efforts use a curriculum adapted from that normaliy used in Cincinnati preschool classes. Parents of the project children are also assisted to meet the needs of their children.

Available data indicate that all groups of handicapped children have progressed toward program objectives, and they are progressing equally well whether they are in the classroom or home groups. The nonhandicapped group advanced at a rate equal to or above that which is usually expected of average children.

During the past three years, this project has been granted $150,198.66.

Instructional Pacs for Volu

Cincinnati City Schools, Hamilt

In a district-wide survey of parents in Cincinnati i the respondents said that they would like to assi project is designed to provide that assistance.

To provide appropriate student experience throu tional packages including guidelines, teacher m practice activities, have been developed. Practic volunteers have also been solicited and are incl lines.

Ten instructional pacs for volunteers were devel nine during the second, and this year, which en and final packaging, three pacs are under develop of the pacs developed in the first two years ha schools in which they originated and five have h date, more than 2,300 students have benefitted field testing of materials development.

During the past three years, this project has been

Early Intervention Techniques

pped Preschool Children

Schools, Hamilton County

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Instructional Pacs for Volunteers

Cincinnati City Schools, Hamilton County

In a district-wide survey of parents in Cincinnati in 1972, 58 percent of the respondents said that they would like to assist in the schools. This project is designed to provide that assistance.

To provide appropriate student experience through volunteers, instructional packages including guidelines, teacher materials and drill and practice activities, have been developed. Practical ideas for involving volunteers have also been solicited and are included in teacher guidelines.

Ten instructional pacs for volunteers were developed in the first year, nine during the second, and this year, which emphasizes field testing and final packaging, three pacs are under development. At this time, 18 of the pacs developed in the first two years have been tested in the schools in which they originated and five have had final packaging. To date, more than 2,300 students have benefitted during the pilot and field testing of materials development.

During the past three years, this project has been granted $199,078.38.

Studies in Urban Problems

Cincinnati City Schools, Hamilton County

A goal survey administered to twelfth grade students, their parents, eachers and administrators in Cincinnati in May, 1972, identified a lisparity between the need for young people to understand and cope vith the problems of an urban society, and students' perception of heir civic responsibilities. This project is intended to provide an under-tanding of the complexities of urban life, with the goal of giving tudents the knowledge and skills needed to participate in problem-olving.

During the first year, the project served 152 twelfth grade students elected from four public high schools and one nonpublic high school in Cincinnati. Five teachers participated. During the second year, two ublic high schools and one nonpublic school were added. Approxi-nately 350 twelfth grade students are being served during the second ear, and eight teachers are participating.

Students selected to take the course receive a four-week orientation to rban problems and are trained in skills needed to conduct independent tudies of urban problems. The problems chosen by students for study all into four general areas: human relations, quality of the urban nvironment, services available to urban citizens, and political rocesses.

The project efforts have been judged successful by participating stu-lents, a large majority indicate that they believe the project objectives re being reached, and that the project provided a good learning xperience which they would recommend.

During the past two years, this project has been granted $115,986.77.

A Model For Improving Bas

Cincinnati City Schools, Hamil

A survey conducted in Cincinnati in the sprin students, parents, teachers, and administrato improvement of basic skills as one of the top thr

The purpose of this project is to improve stud basic skills of reading, mathematics, and lang grammar, and literature), and to improve stu school through a frequent and specific reportin individual student academic needs and progress.

During the second year of the project, approx and their teachers in five public elementary elementary schools, and one public junior high in one or more aspects of the project. Approx were involved in the first year.

Project activities have focused on devising lan mathematics tests for elementary and junio Procedures for administering the tests; collecti data; and reporting the results to parents, teach being emphasized. Future activities will inv testing and reporting procedures and the field tion system.

Mathematics and reading tests related to the gra es 1-8 have been developed and printed. have been pilot tested and revised. The read tested. A computer support system which pro and production of performance reports for use is in operation.

Language arts tests for grades 1-8 and training the areas of mathematics and reading have been

During the past two years, this project has been

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y Schools, Hamilton County

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A Model For Improving Basic Skills

Cincinnati City Schools, Hamilton County

A survey conducted in Cincinnati in the spring of 1972 showed that students, parents, teachers, and administrators consistently ranked improvement of basic skills as one of the top three priority needs.

The purpose of this project is to improve student performance in the basic skills of reading, mathematics, and language arts (composition, grammar, and literature), and to improve students' attitudes toward school through a frequent and specific reporting procedure concerning individual student academic needs and progress.

During the second year of the project, approximately 5,000 students and their teachers in five public elementary schools, two nonpublic elementary schools, and one public junior high school are participating in one or more aspects of the project. Approximately 2,400 students were involved in the first year.

Project activities have focused on devising language arts, reading, and mathematics tests for elementary and junior high school students. Procedures for administering the tests; collecting student performance data; and reporting the results to parents, teachers and students are also being emphasized. Future activities will involve the refinement of testing and reporting procedures and the field testing of the information system.

Mathematics and reading tests related to the curriculum contents for grades 1-8 have been developed and printed. The mathematics tests have been pilot tested and revised. The reading tests are being field tested. A computer support system which provides for scoring of tests and production of performance reports for use by teachers and students is in operation.

Language arts tests for grades 1-8 and training materials for teachers in the areas of mathematics and reading have been developed.

During the past two years, this project has been granted $204,297.

Computer Assisted Instruction For the Blind and Deaf

Cincinnati City Schools, Hamilton County

A school and community survey and a review of available test data in the Cincinnati area indicated that visually and hearing impaired students were well below average in the areas of reading, math and language. This project, which services 230 handicapped youngsters in grades 1-12, was initated to improve the achievement of visually and hearing impaired students in these areas.

The project is designed so that each of the participating students receives daily computer-assisted instruction in reading, language arts and mathematics. Teachers are trained in computer-assisted instruction and also develop lessons to be programmed.

Initial testing, screening and placement of students has been completed. Teacher workshops and lesson development are proceeding as expected, and initial data indicate teachers are developing the necessary skills to implement the program.

During the past year, this project was granted $95,000.

The Kindergarten: Techniques of

And Resultant Instructional S

Clark County School

A survey of elementary principals and kinderg
County revealed the need for improvements in
tion. Over 1,300 kindergarten students in six p
tricts (Mad River-Green, New Carlisle-Bethel,
western, Southeastern and Springfield Local
beneficiaries of this project which stresses inse
childhood teachers.

Project developers are attempting to improve st
as provide teacher inservice and curricular impr
nosis has occurred in body movement skills,
concepts, verbal expression and visual skills. T
nosis is to pinpoint as accurately as possible
difficulty, so that appropriate instructional and
developed.

All student assessments have been completed
developed for each student to assist teachers in p
activities to correct deficiencies. Teacher inserv
pating in the assessment process and workshops

During the past year, this project was granted $3

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Schools, Hamilton County

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The Kindergarten: Techniques of Assessment And Resultant Instructional Strategies
Clark County Schools

A survey of elementary principals and kindergarten teachers in Clark County revealed the need for improvements in early childhood education. Over 1,300 kindergarten students in six participating school districts (Mad River-Green, New Carlisle-Bethel, Northeastern, Northwestern, Southeastern and Springfield Local) are expected to be beneficiaries of this project which stresses inservice training for early childhood teachers.

Project developers are attempting to improve student diagnosis as well as provide teacher inservice and curricular improvement. Student diagnosis has occurred in body movement skills, understanding of basic concepts, verbal expression and visual skills. The purpose of the diagnosis is to pinpoint as accurately as possible the areas of student difficulty, so that appropriate instructional and inservice plans can be developed.

All student assessments have been completed and profiles are being developed for each student to assist teachers in preparing individualized activities to correct deficiencies. Teacher inservice has included participating in the assessment process and workshops in related skill areas.

During the past year, this project was granted $34,500.

Reading and Language Arts Improvement in The Multi-Unit School

Clermont-Northeastern Local Schools, Clermont County

In 1972 and 1973, surveys of administrators, parents and teachers in the Clermont-Northeastern Local schools revealed considerable concern over low student achievement in reading and language arts. Through the surveys, the teachers also expressed a need for inservice training in order to increase their teaching competencies. This project is designed to meet those needs. The 200 teachers and approximately 5,000 students in the 11 schools of the Miami partnership league are project participants.

Teaching teams or units have been organized in each of the participating schools to implement the multi-unit concept. Although the size and composition of the teaching units vary from school to school, typical representation usually includes two teachers, a teacher aide and sometimes a student teacher. A unit is responsible for 100 to 200 students. Within the unit setting, students are frequently assessed to determine their individual needs and achievements. The principal and a teacher from each unit comprise a committee responsible for school-wide concerns such as curriculum and organization. A project advisory committee comprised of the project director, school principals and one university staff member determine the direction and emphasis of the project.

Data collected from instruments designed to determine the students' rate of reading achievement indicate that 77.5 percent of the students are reading at or above their level of expectancy at the end of the first year of the project. Additional data from the first year indicate that the teachers have acquired the necessary skill and knowledge to teach effectively in the multi-unit setting and, in addition, have adopted a favorable attitude toward the unit meeting and team planning.

During the past two years, this project has been granted $179,549.82.

Parent-Teacher Partnersh

Reading Reinforceme

Cleveland City Schools, Cuyah

An assessment of reading performance in the identified a wide range of pupil strengths and Analysis of test results indicated that in certain of 10 children reaching upper elementary grade of reading skills.

This project is based upon earlier studies wh instruction by parents can improve pupils' ac are given appropriate training, and when instr rected by parents are based upon a coordinate Approximately 250 students in grades one thro and two nonpublic elementary schools in Cle project each year.

Through the project, pupils reading below thei ing difficulties in mastering basic reading skills of those students are invited to the schools to c children. They also receive assistance and recom materials, equipment and methods which th children at home. Pupils also receive special r schools.

Teachers have reported an improvement in school, and parents indicate that home relati Parents have also reported satisfaction with the project services and materials. Pupils are att report cards, and test results indicate that participating pupils has improved. A substantia each grade level has demonstrated at least one ability for each month of participation.

During the past three years, this project has be

uage Arts Improvement in The
lti-Unit School
rn Local Schools, Clermont County

s of administrators, parents and teachers in Local schools revealed considerable concern nt in reading and language arts. Through the expressed a need for inservice training in hing competencies. This project is designed 200 teachers and approximately 5,000 stu- the Miami partnership league are project

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Parent-Teacher Partnership For
Reading Reinforcement
Cleveland City Schools, Cuyahoga County

An assessment of reading performance in the Cleveland City schools identified a wide range of pupil strengths and weaknesses in reading. Analysis of test results indicated that in certain schools at least four out of 10 children reaching upper elementary grades required reinforcement of reading skills.

This project is based upon earlier studies which indicate that home instruction by parents can improve pupils' achievement when parents are given appropriate training, and when instruction and practice directed by parents are based upon a coordinated home-school program. Approximately 250 students in grades one through four of three public and two nonpublic elementary schools in Cleveland are served by the project each year.

Through the project, pupils reading below their capabilities or displaying difficulties in mastering basic reading skills are indentified. Parents of those students are invited to the schools to discuss the needs of their children. They also receive assistance and recommendations on teaching materials, equipment and methods which they can use with their children at home. Pupils also receive special remedial activities in the schools.

Teachers have reported an improvement in pupil attitudes toward school, and parents indicate that home relationships have improved. Parents have also reported satisfaction with the quantity and quality of project services and materials. Pupils are attaining higher marks on report cards, and test results indicate that reading performance of participating pupils has improved. A substantial majority of students at each grade level has demonstrated at least one month growth in reading ability for each month of participation.

During the past three years, this project has been granted $105,712.01.

Environmental Action Model

Cleveland City Schools, Cuyahoga County

An assessment of instructional practices in Cleveland showed that environmental topics were being taught only incidentally at certain grade levels, little continuity existed from grade to grade, correlation between science and social studies was minimal, little in the existing curriculum focused attention on local problems, student involvement in environmental activity programs was limited, and only one program provided inservice training for teachers in the skills required for the teaching of environmental science.

Through this project, an environmental curriculum of practical experiences is being developed and field tested for effectiveness in improving student attitudes and understandings of environmental problems. Science and horticulture instructors are involving residents of the community, representatives from business, labor and industry; and personnel from agencies and institutions such as the National Aeronautics and Space Administration and the Museum of Natural History in developing and implementing the curriculum. Students are involved through their participation in regular science classes and through voluntary after-school activities. Resources being used include land laboratories, school garden tracts and metropolitan park areas.

During the second year of project operation, more than 9,000 public and nonpublic elementary and secondary pupils attending 28 schools in the John Marshall and South High School attendance areas are involved.

The environmental curriculum developed during the first year of the project is being updated, and additional materials are being developed. Appropriate inservice activities have been initiated for teachers of the South High School attendance area, participating for the first time. An easily accessible land laboratory in the South district is expected to be operational early in 1975.

During the past two years, this project has been granted $230,456.

Project Utilize

Cleveland City Schools, Cuyaho

Test data in Cleveland revealed that some pupils
eight demonstrated low levels of achievement, p
greater tutoring service in the early grades. App
from 11 public and nonpublic elementary and ju
than 70 volunteers, and students in need of re
assistance are participating in this project which
special volunteer tutoring service.

Training sessions were conducted to inform t
volunteer services to pupils. These meetings were
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are identified by teachers. Volunteers use projec
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have been initiated for teachers of the
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Project Utilize

Cleveland City Schools, Cuyahoga County

Test data in Cleveland revealed that some pupils in grades three through eight demonstrated low levels of achievement, pointing up the need for greater tutoring service in the early grades. Approximately 50 teachers from 11 public and nonpublic elementary and junior high schools, more than 70 volunteers, and students in need of reading and mathematics assistance are participating in this project which is intended to provide special volunteer tutoring service.

Training sessions were conducted to inform teachers about uses of volunteer services to pupils. These meetings were designed to strengthen the relationship between volunteers and teachers through effective communication. Pupils who have reading or mathematics deficiencies are identified by teachers. Volunteers use project-developed curriculum guides and appropriate criterion tests to correct identified problems.

Curriculum guides, each containing activities and criterion tests, have been completed for use by volunteers. Based upon first-year outcomes, new target schools have been selected, the procedure for selecting teacher participants was modified, and the number of volunteers was changed. These variables have proven to be important factors in increasing project effectiveness.

During the past two years, this project has been granted $55,632.85.

Improving Verbal Skills of Preschool Children Through the Arts

Columbus City Schools, Franklin County

Available evidence indicates that larger proportions of disadvantaged children than advantaged experience failure in the early elementary years, after which their failure in school accelerates. A comparison of scores on reading tests shows that not only does the proportion of such children falling below expectancy level increase with the number of years spent in school, but the gap between achievement and expectance tends to widen as well.

An examination of scores of first-graders in Columbus on the Metropolitan Reading Readiness Test indicated that a larger number of children in schools in disadvantaged areas fell below expectancy level than in advantaged areas. During the first year, or developmental phase, 200 randomly selected disadvantaged kindergarten and prekindergarten children are participating.

During the project, instruments for assessing children's abilities and verbal skills are being developed, field tested and revised. Teachers are also to be trained in teaching techniques involving art activities. Three different variations of these techniques will then be implemented with disadvantaged prekindergarten and kindergarten children. It is expected that children participating in these activities will show improvement in verbal skills which correspond to growth in the area of clay modeling. Gains in each area will be measured using the instruments developed during the first year of the project.

Instruments for assessing abilities and verbal skills have been developed and are now being field tested by teachers trained in their use.

During the past year, this project was granted $55,700.

Staff Development and Improvemer Through the Use of Tele

Coshocton City Schools, Coshoc

A 30-member curriculum council of the Coshoct ically assesses educational efforts in that schoo council combined its recommendations with thos Consensus," concluding that educational televi Coshocton to improve instruction, expand inser on school-community relations.

All 3,326 students in grades K-12 in the Cosh 185 students at Coshocton Sacred Heart, and a are participants in the project, working thro Television Foundation to select films and curric personnel not only work on developing new c students and inservice materials for teachers, bu consultation with staff and students. The origi casting capability has been expanded during th addition of four non-standard channels which district.

Television equipment was installed in Decemb mittees have been formed to review available fi tapes. Inservice activities with teachers have begu

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Staff Development and Improvement of Instruction Through the Use of Television
Coshocton City Schools, Coshocton County

A 30-member curriculum council of the Coshocton City schools periodically assesses educational efforts in that school system. In 1973, the council combined its recommendations with those from the "Search for Consensus," concluding that educational television could be used in Coshocton to improve instruction, expand inservice for staff, and focus on school-community relations.

All 3,326 students in grades K-12 in the Coshocton City schools; the 185 students at Coshocton Sacred Heart, and all 156 faculty members are participants in the project, working through the Central Ohio Television Foundation to select films and curriculum materials. Project personnel not only work on developing new curriculum materials for students and inservice materials for teachers, but they are available for consultation with staff and students. The original two-channel broadcasting capability has been expanded during the second year with the addition of four non-standard channels which reach all schools in the district.

Television equipment was installed in December, 1974. Five subcommittees have been formed to review available films, filmstrips and slide tapes. Inservice activities with teachers have begun.

During the past two years, this project has been granted $115,265.37.

Secondary Reading Instruction and Inservice

Elmwood Local Schools, Wood County

A review of the reading results of the Ohio Survey Test administered to eighth and tenth grade students in Elmwood, revealed that a number of students were hampered by inadequate reading skills. This project is designed to meet that need.

Through this project, inservice instruction focuses on corrective and developmental reading instructions. An intensified approach toward improving student reading in content subjects is scheduled to begin during the second semester of the current year, with anticipated improvement in general reading achievement in vocabulary, attitudes toward reading, and vocabulary knowledge within specific academic content areas. Approximately 40 secondary teachers and more than 850 students in grades 7-12 are first-year participants.

Forty hours of teacher instruction have been provided over a 10-week period by special consultants, followed by one-hour workshop sessions to review and reinforce basic concepts. Sample teacher lessons have been demonstrated and critiqued by other teachers and staff members, then taught to the entire group of participants and videotaped.

During the past year, this project was granted $72,000.

Planning, Implementing and Evaluatin

Assessment System For Local Learni

Team Decision Makin

Elyria City Schools, Lorain

Information obtained from the 1971-1972 E
Repo indicated the need to identify children
ability of school failure because of academic o
project is directed toward that effort. Three h
mentary school children in grades 3, 4, 5 and
nonpublic schools in Elyria and 54 adults, includ
and counselors, are participants.

To identify youngsters with potential school p
administrators in Elyria were involved in a seri
computerized assessment procedure, the Barclay
As a result, teachers are able to identify stud
present appropriate correctional procedures. T
attempt is made to involve administrators, teach
selors in a team approach in order to improve t
growth of the child.

Twenty-five professional staff members from
nonpublic schools received training during the
additional 29 professional staff members will rec
second project year.

A training package has been developed which d
training workshop participants, administering
interpreting and utilizing inventory data. Re
workshop participants indicate that all particip
percent proficiency in skills related to utilizing
dure. During the first year, a number of cas
children were completed. They gave evidence th
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During the past two years, this project has been g

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ect was granted $72,000.

Planning, Implementing and Evaluating an Educational Assessment System For Local Learning Development Team Decision Making

Elyria City Schools, Lorain County

Information obtained from the 1971-1972 Elyria schools Annual Report indicated the need to identify children who had a high probability of school failure because of academic or social problems. This project is directed toward that effort. Three hundred forty-eight elementary school children in grades 3, 4, 5 and 6 attending public and nonpublic schools in Elyria and 54 adults, including teachers, principals and counselors, are participants.

To identify youngsters with potential school problems, teachers and administrators in Elyria were involved in a series of workshops on a computerized assessment procedure, the Barclay Classroom Inventory. As a result, teachers are able to identify student difficulties and to present appropriate correctional procedures. Through this project an attempt is made to involve administrators, teachers and guidance counselors in a team approach in order to improve the academic and social growth of the child.

Twenty-five professional staff members from selected public and nonpublic schools received training during the first project year. An additional 29 professional staff members will receive training during the second project year.

A training package has been developed which describes procedures for training workshop participants, administering student surveys, and interpreting and utilizing inventory data. Results of tests given to workshop participants indicate that all participants achieved over 90 percent proficiency in skills related to utilizing the assessment procedure. During the first year, a number of case studies of individual children were completed. They gave evidence that the early identification and correction strategy is having the desired effect.

During the past two years, this project has been granted $54,695.09.

Individualizing Instruction in Reading and Mathematics Within The Framework of the Self-Contained Classroom

Fairfield Local Schools, Highland County

In the spring of 1973, teachers in Fairfield schools were asked to rank-order 10 educational issues in terms of their relevancy to the elementary school and the desirability of inservice training in those areas. The high priority of individualized instruction reflected teachers' desires to meet the unique needs of their students.

To focus upon individualization of reading instruction in grades K-3 and in math in grades 4-6, activities in this project have centered on reducing the adult/student ratio through the use of teacher aides. In addition, the project focuses upon teacher competencies in diagnostic/prescriptive teaching and in conducting small group and individual instruction. Improved student attitudes toward learning are also an expected outcome. All teachers and approximately 380 students in grades K-6 at Fairfield Highland Elementary School are first-year project participants.

Preservice and continuing inservice training have been provided for teachers. Teachers have welcomed aides to assist in the classrooms. An initial parent-teacher conference was judged highly successful, and as a result of the project approach, the method of reporting grades to parents has been modified.

During the past year, this project was granted $50,000.

Intervention Techniques With Preschool Children

Federal Hocking Local Schools, A

A review of data on the number of handica Federal Hocking Local school area showed inci mentally retarded (EMR) and speech-language the statewide figures for those handicaps. Bas this project was designed to alleviate handicaps in the area. Eleven learning disabled children are involved in the project.

A lending library of appropriate materials has b help their own children overcome handicaps. O staff personnel and two meetings are held each increase their understanding and to involve the their youngsters. The project teacher also receiv

Formal evaluation is scheduled for later in the back indicates considerable progress both w training. Parents have responded enthusiastic student behavior patterns and self-esteem have

During the past year, this project was granted $

ction in Reading and Mathematics
he Framework of the
ntained Classroom

l Schools, Highland County

achers in Fairfield schools were asked to issues in terms of their relevancy to the desirability of inservice training in those ndividualized instruction reflected teachers' eeds of their students.

ation of reading instruction in grades K-3 activities in this project have centered on ratio through the use of teacher aides. In s upon teacher competencies in diagnostic/ in conducting small group and individual ent attitudes toward learning are also an chers and approximately 380 students in ighland Elementary School are first-year

inservice training have been provided for comed aides to assist in the classrooms. An ence was judged highly successful, and as a oach, the method of reporting grades to

oject was granted $50,000.

Intervention Techniques With Handicapped Preschool Children

Federal Hocking Local Schools, Athens County

A review of data on the number of handicapped youngsters in the Federal Hocking Local school area showed incidence rates for educable mentally retarded (EMR) and speech-language disorders were double the statewide figures for those handicaps. Based on that information, this project was designed to alleviate handicaps of preschool youngsters in the area. Eleven learning disabled children five years old and under are involved in the project.

A lending library of appropriate materials has been found for parents to help their own children overcome handicaps. One home visit is made by staff personnel and two meetings are held each month with parents to increase their understanding and to involve them more fully in helping their youngsters. The project teacher also receives inservice training.

Formal evaluation is scheduled for later in the project. Informal feedback indicates considerable progress both with student and parent training. Parents have responded enthusiastically, and major gains in student behavior patterns and self-esteem have been noted.

During the past year, this project was granted $25,000.

Language Development and Improved Educational Opportunities For Mexican-American Students

Fulton County Schools

An analysis of psychological referrals to the Fulton County Board of Education revealed a disproportionate number of referrals from the Spanish surnamed student population. No special efforts to help these children participate fully in school programs were underway.

To assist the Mexican-American students in better ajustments, this project provides a staff of bilingual-bicultural special teachers who work directly with students. Special emphasis is being placed on grades K-3. Students at other grade levels are being served on an irregular basis as the need arises. The activities are primarily language development activities, but the underlying emphasis is on giving each child individual attention to reinforce his classroom participation.

Participants include those Mexican-American students in grades K-12 in the Archbold, Pettisville, Pike-Delta-York and Holgate Local school districts who are experiencing difficulty in participating academically or socially in school activities. A total of 545 Mexican-American students are enrolled in the farm school districts.

One hundred thirty-one Mexican-American students in grades K-3 have been identified for regular service on the basis of test results and teachers' recommendations. The special instruction teachers meet and work with each of these students daily. The students are being evaluated monthly in the areas of class participation, level of acceptance by other students, and performance level of written work. Results indicate that students are making progress. Orientation and inservice training sessions have been conducted for the regular classroom teachers, and open houses and orientation meetings have been held for parents of participating students. The number of Mexican-American parents becoming actively involved in school activities has increased.

During the past year, this project was granted $47,000.

Project 3-I (Involvement For Improv

Gallipolis City Schools, Gallia

During the 1972-73 school year, over 550 studen
ty persons in Gallipolis completed extensive qu
mine the most pressing instructional needs of t
mation from these surveys led committees rep
school groups to recommend a plan using three
elementary school mathematics instruction.
students in grades 5-8 at Gallia Academy, Rio Gr
Elementary, Green Elementary and Washington
participating in this approach to improving mathe

Project classes in mathematics are using either a
in which the student-teacher ratio has been low
classes, which use a wide variety of mathem
priately sequenced in difficulty. In individualized
at their own pace until each task has been success

At the end of the school term, students in these
with each other in achievement and attitude, an
with students in classes which have used a trad
indicate that a combination of various com
approaches may best meet students' needs.

During the past three years, this project has been

...ment and Improved Educational ... Mexican-American Students ...n County Schools

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...rican students in better ajustments, this ...ingual-bicultural special teachers who work ...al emphasis is being placed on grades K-3. ...ls are being served on an irregular basis as ...ties are primarily language development ...g emphasis is on giving each child indivi... ...s classroom participation.

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...ct was granted $47,000.

Project 3-I (Involvement For Improved Instruction)

Gallipolis City Schools, Gallia County

During the 1972-73 school year, over 550 students, staff and community persons in Gallipolis completed extensive questionnaires to determine the most pressing instructional needs of the district. The information from these surveys led committees representing the various school groups to recommend a plan using three different methods of elementary school mathematics instruction. Approximately 1,000 students in grades 5-8 at Gallia Academy, Rio Grande Elementary, Clay Elementary, Green Elementary and Washington Elementary are now participating in this approach to improving mathematics instruction.

Project classes in mathematics are using either a personalized approach, in which the student-teacher ratio has been lowered, or individualized classes, which use a wide variety of mathematics materials appropriately sequenced in difficulty. In individualized classes, students work at their own pace until each task has been successfully completed.

At the end of the school term, students in these classes were compared with each other in achievement and attitude, and were also compared with students in classes which have used a traditional approach. Data indicate that a combination of various components of the three approaches may best meet students' needs.

During the past three years, this project has been granted $144,860.06.

Education in Media Environment

Kenston Local Schools, Geauga County

n a student survey of media courses taken by the Kenston High School nglish department in June, 1973, over 90 percent of the students tated that the addition of media courses could improve the English- ommunications curriculum.

o provide for greater curriculum emphasis on the media, a selected roup of students are now studying the history of technology and mass ommunications, and how they have affected the environment – with nquiry into the future of both and their possible future environmental ffects. Basic instruction in the use of communications media is also eing incorporated into the curriculum. Sixty students in grades 10 and 1 at Kenston High School are participating.

tudents are demonstrating increased understanding and proficiency in he use of mass media equipment. A "Communications Night" for arents also resulted in highly favorable response to the project.

uring the past year, this project was granted $55,000.

Steel Valley Project For Im

Elementary Educatio

Liberty Local Schools, Trumbu

Through a series of conferences involving selecte Trumbull County as well as staff at the Youngsto was documented for greater individualization would enable students to progress at their own their own unique interests and capabilities. In resp project attempts to move away from the group book approach in the classroom toward greate instruction.

This project involves over 5,000 kindergarten students and 230 teachers and administrators in County area.

The project individualizes learning experiences training teachers in diagnosing students' needs ar ing appropriate instruction techniques.

Teacher aides and student teachers, along with c ganize into teaching units of four or five a are responsible for from 100 to 120 students approximately four years. Unit leaders and princ instructional improvement committees respon school program and concerns of the entire school

Evaluation results indicate that children in the more favorable attitude toward school than those

During the past three years, this project has beer

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l Schools, Geauga County

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Steel Valley Project For Improving Elementary Education

Liberty Local Schools, Trumbull County

Through a series of conferences involving selected school personnel in Trumbull County as well as staff at the Youngstown University, a need was documented for greater individualization of instruction which would enable students to progress at their own rate, and according to their own unique interests and capabilities. In response to that need this project attempts to move away from the group-oriented, single textbook approach in the classroom toward greater individualization of instruction.

This project involves over 5,000 kindergarten through eighth grade students and 230 teachers and administrators in the Trumbull-Portage County area.

The project individualizes learning experiences for students as well as training teachers in diagnosing students' needs and interests and designing appropriate instruction techniques.

Teacher aides and student teachers, along with certificated teachers, organize into teaching units of four or five adults. Teaching units are responsible for from 100 to 120 students having an age range of approximately four years. Unit leaders and principals compose building instructional improvement committees responsible for curriculum, school program and concerns of the entire school.

Evaluation results indicate that children in the project seem to have a more favorable attitude toward school than those not involved.

During the past three years, this project has been granted $238,779.15.

Mastery Learning: More Effective Instruction in Basic Skill Area

Lorain City Schools, Lorain County

Interviews with teachers and administrators, analyses of report card grades, classroom observations, and analyses of achievement test data gave evidence Lorain students were not mastering the basic skills contained in the existing mathematics and language arts curriculum.

This project, which is a group-based instructional procedure, focuses upon basic skills and was designed to correct basic skill deficiencies regardless of student aptitude, in the mathematic and language art achievement areas. The target population consists of the approximately 360 students in grades K-6 of the Jane Lindsay Elementary School.

Program staffs and school supervisors specify the instructional objectives to be achieved at each grade level by at least 90 percent of the students. A system for evaluating student learning is also being designed and implemented. The instructional staff will review training to assist them in implementing the instructional approach. Meetings will be held with parents and staff to develop a procedure for informing parents of the progress of their children in acquiring the desired competencies.

Evaluation results indicate that the program has been implemented in the classrooms as planned. Preliminary results show that over 80 percent of the students are mastering the concepts and skills contained in the mathematics curriculum. Student attitudes toward mathematics are positive. Interviews with parents indicate that more than 96 percent approve of the program.

During the past year, this project was granted $74,000.

Project SER - A Secondary Educa

Mad River Township Local Schools, Mo

In the "Search for Consensus," citizens of t
strongly indicated that they favored modificat
school curriculum. Over 70 percent of those pa
pupils should be advanced in school in terms of
and not retained in grades; that new approache
team-teaching, and individualized instruction be
and that various methods of staff utilization des
instruction as an alternative to the self-containe
fully explored and implemented.

This project is intended to organize one-half of
the two junior high schools into groups of appro
each. The participants consist of 280 seventh
each of the two junior high schools in the M
group is being taught by a team of five teache
areas — reading, communication arts, mathemat
studies — and by a support team of four
university senior majoring in education, one st
aides. A team of teachers will remain with the
years, using a variety of instructional techniqu
small group instruction, seminars, independen
learning stations. The student's team and instru
around his educational needs rather than the tr

Although the instructional approaches being
project are not new, having two different pro
building and giving students the freedom to
from most related efforts.

Efforts are on schedule and the instructional p
mented in the two target schools. Evaluation res
degree of individualization has been achieve
teachers. Subject area concept and skill
developed and are being used by the teache
administered to both teachers and students.

During the past year, this project was granted $1

More Effective Instruction

asic Skill Area

Schools, Lorain County

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ering the concepts and skills contained in
Student attitudes toward mathematics are
nts indicate that more than 96 percent

ect was granted $74,000.

Project SER - A Secondary Education Redesign

Mad River Township Local Schools, Montgomery County

In the "Search for Consensus," citizens of the Mad River district strongly indicated that they favored modifications in the secondary school curriculum. Over 70 percent of those participating agreed that pupils should be advanced in school in terms of their individual growth and not retained in grades; that new approaches such as non-grading, team-teaching, and individualized instruction be explored and utilized; and that various methods of staff utilization designed to individualized instruction as an alternative to the self-contained classroom should be fully explored and implemented.

This project is intended to organize one-half of the students in each of the two junior high schools into groups of approximately 140 students each. The participants consist of 280 seventh grade students, 140 in each of the two junior high schools in the Mad River district. Each group is being taught by a team of five teachers, one in each of five areas — reading, communication arts, mathematics, science, and social studies — and by a support team of four persons, including one university senior majoring in education, one student teacher and two aides. A team of teachers will remain with the same group for three years, using a variety of instructional techniques including large and small group instruction, seminars, independent study, projects, and learning stations. The student's team and instruction will be organized around his educational needs rather than the traditional unit of credit.

Although the instructional approaches being implemented by the project are not new, having two different programs within the same building and giving students the freedom to choose distinguish this from most related efforts.

Efforts are on schedule and the instructional program has been implemented in the two target schools. Evaluation results indicate that a high degree of individualization has been achieved by the participating teachers. Subject area concept and skill continuums have been developed and are being used by the teachers. Pretests have been administered to both teachers and students.

During the past year, this project was granted $104,420.

Developing A Simplified Reading Program

Mansfield City Schools, Richland County

Participants in the project consist of 11 teachers and approximately 330 students in the Mansfield and Madison Local public school systems and the Mansfield Christian, St. Mary's and St. Peter's nonpublic schools.

The Ohio Survey Tests administered to 4,527 children in grades four and six in Mansfield indicated reading comprehension was below desired levels. Information available on these children's mental maturity did not indicate or justify this level of performance.

This project is designed to improve reading performance by an individualized approach to teaching reading. The approach involves a simplification of the elements used to achieve beginning skills and emphasizes the importance of independent reading for enjoyment. The teachers are participating in a series of workshops which began with a three-week workshop in August of 1974 and includes 10 Saturday sessions.

Four of the 10 follow-up workshops have been completed. The participating teachers developed the instructional model during the summer workshop and have implemented it in their classrooms. Instruments for assessing student interest, attitude, and reading skills; a teacher guide containing a description of the teaching model; suggestions for teachers' use of the program, and suggested activities for students have also been developed. Pretests in reading performance have been given to participating students.

During the past year, this project was granted $15,100.

Secondary School Individualized In

Project

Margaretta Local Schools, Eri

A review of student achievement data, rising
senior high schools, and the need for increase
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conclude that greater individualized instruction
was essential.

This project proposes to develop and imple
instructional program with appropriate secondar
patterns. Initial emphasis is directed toward in
standing of individualized teaching technique
curriculum materials.

More than 2,000 secondary school studen
Margaretta High School, Fassett Junior High
Junior High in Toledo and Cardinal Stritch Hig
first-year participants.

During the past year, this project was granted $1

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Schools, Richland County

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Secondary School Individualized Instruction Model Project

Margaretta Local Schools, Erie County

A review of student achievement data, rising drop-out rates in the senior high schools, and the need for increased flexibility in the curriculum and instructional program led school officials in Margaretta to conclude that greater individualized instruction at the secondary school was essential.

This project proposes to develop and implement an individualized instructional program with appropriate secondary school organizational patterns. Initial emphasis is directed toward improved teacher understanding of individualized teaching techniques and development of curriculum materials.

More than 2,000 secondary school students and teachers from Margaretta High School, Fassett Junior High in Oregon, Robinson Junior High in Toledo and Cardinal Stritch High School in Oregon are first-year participants.

During the past year, this project was granted $113,115.70.

A Comprehensive Model Education Program For The Improvement of Education For American Youth

Mentor Exempted Village Schools, Lake County

Research conducted by officials in the Mentor school district indicated the need for new curricula which would better accommodate the educational needs of Mentor's fast-growing and changing student body. This project provides for a systematic development of a new curriculum for students in Mentor.

The proposed curricula would include four units, categorized into four areas – the physical, the social, the aesthetic and the career. As the students progress through the content areas, they are expected to acquire competencies in each of five areas – basic skills, problem solving, creativity, independence and general citizenship.

To date, a formal statement of the system's philosophy, broad goals based upon that philosophy, and general aims and objectives have been developed. In addition, 118 teachers and administrators have served on four task forces to develop specific objectives based on the goals. Over 5,000 of these specific instructional objectives have been developed and stored in a computer for quick retrieval. As portions of the curriculum and accompanying instructional methods and materials are completed, they are piloted in a limited number of schools, then revised. Continued development, piloting, and revision of the curriculum in the four areas are occurring.

During the past three years, this project has been granted $323,345.02.

Educable Mentally Retarded Program Model Develop

Mentor Exempted Village Schools,

Research conducted by the Ohio Department o of Special Education and others established two b mentally retarded (EMR) students. The first evaluating EMR programs; and the second, ident tive instructional approaches for EMR students.

To meet these needs, three major groups of acti mented by this project. The first involves the de tion of instructional models or approaches for ed The second includes the revision of EMR in developed through an earlier Title III project, an additional materials to assist teachers with EM relates to a system for managing the resources av of teachers of EMR students and the developme model. During its final year, this project is serv EMR students in all grade levels of 225 school sy Ohio.

To date, five instructional models have been classrooms and evaluation data are being colle have been developed or revised, including a te tional objectives, student terminal performanc assessing student performance, units of instructio keeping system keyed to the objectives.

The teacher training model and resources ma been developed and are being field tested by 30

During the past two years, this project has been g

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Village Schools, Lake County

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Educable Mentally Retarded (EMR)

Program Model Development

Mentor Exempted Village Schools, Lake County

Research conducted by the Ohio Department of Education's Division of Special Education a[illegible] others established two basic needs of educable mentally retarded (EMR) students. The first was a method for evaluating EMR programs; and the second, identifying the most effective instructional approaches for EMR students.

To meet these needs, three major groups of activities have been implemented by this project. The first involves the development and evaluation of instructional models or approaches for educating EMR students. The second includes the revision of EMR instructional objectives developed through an earlier Title III project, and the development of additional materials to assist teachers with EMR students. The third relates to a system for managing the resources available for the training of teachers of EMR students and the development of a teacher training model. During its final year, this project is serving more than 20,000 EMR students in all grade levels of 225 school systems in 46 counties of Ohio.

To date, five instructional models have been implemented in 110 classrooms and evaluation data are being collected. Several products have been developed or revised, including a teacher manual, instructional objectives, student terminal performance objectives, tests for assessing student performance, units of instruction and a student record keeping system keyed to the objectives.

The teacher training model and resources management system have been developed and are being field tested by 300 teachers and trainers.

During the past two years, this project has been granted $1,297,580.46.

Morgan Local Elementary Staff Development Project

Morgan Local Schools, Morgan County

A review of the scores on the Iowa Test of Basic Skills in the Morgan Local schools revealed that some students were below expected scores and also below their own ability levels. This project is designed to improve this situation by improving teaching methods in the Morgan Local schools.

The project includes a series of three, three-hour training sessions conducted by the staff reading consultant and offered to staff members on a voluntary basis. The sessions also meet specific needs of each grade level teacher by offering separate content for each grade. The training covers diagnostic/prescriptive techniques, enhancing the self-concept of students, and the development of individualized reading packages for skill building.

Initial evaluation data indicate teachers have improved skills in teaching reading in the content areas and attitudes toward the integration of reading and subject matter. Some student gains in reading skills were noted. Over 1,900 students in grades 1-8 at seven elementary schools, together with approximately 40 teachers, are participants in the project.

During the past two years, this project has been granted $61,670.18.

Instructional Alternatives For Rea

Junior High Students

Newark City Schools, Licking

A recent survey indicated that nearly 20 percent o School students are deficient enough in readin success doubtful, if not impossible. An examinati indicated that approximately 25 percent of the ju in reading oriented subjects such as sciences an pared to 5 percent in other subjects.

This project is intended to serve reading deficien ing materials and approaches which convey cur content in a form they can understand. Special m techniques to aid teachers in instructing these s class setting and in evaluating their progress are al

The target population for this project include capped junior high school students having read primary handicap. Project efforts will focus o sciences and social studies. Approximately 60 stu during the developmental phase of the project.

During the past year, this project was granted $3

ntary Staff Development Project

l Schools, Morgan County

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is project has been granted $61,670.18.

Instructional Alternatives For Reading Deficient Junior High Students

Newark City Schools, Licking County

A recent survey indicated that nearly 20 percent of Newark Junior High School students are deficient enough in reading to make classroom success doubtful, if not impossible. An examination of failure rates also indicated that approximately 25 percent of the junior high students fail in reading oriented subjects such as sciences and social studies, compared to 5 percent in other subjects.

This project is intended to serve reading deficient students by developing materials and approaches which convey curriculum concepts and content in a form they can understand. Special materials, resources and techniques to aid teachers in instructing these students in the regular class setting and in evaluating their progress are also being designed.

The target population for this project includes educationally handicapped junior high school students having reading deficiency as their primary handicap. Project efforts will focus on the subjects of life sciences and social studies. Approximately 60 students are participating during the developmental phase of the project.

During the past year, this project was granted $39,000.

Project Early Childhood

New Boston Local Schools, Scioto County

A wide variety of techniques – including review and comparison of primary students' achievement with state and national norms, faculty discussion groups, parent-teacher conferences, and questionnaires completed by residents of the community – revealed a need for better early childhood experiences in the New Boston area.

This project focuses on methods and techniques of in-school and home instruction for preschool age children. Teachers, aides and parents plan activities to help each preschool child achieve maximum growth in areas such as language development, idea development, problem-solving, self-concept, control over surroundings, creativity and consistency. Parents learn specific activities to be completed at home to assist in the instructional process. Approximately 75 children in the New Boston Local School District, ages two through five, are enrolled in the project.

Children participating in the project continue to demonstrate significantly higher scores on the Metropolitan Reading Test, the Vineland Social Maturity Scale, and the Stanford Early School Achievement Test than do children of a similar age who are not engaged in the project. Follow-up testing has continued to uphold these gains. Community acceptance of the project, as measured by both number of participants and the degree to which they are involved, continued to be good. The demand for services from outside the school district remains high.

During the past three years, this project has been granted $180,072.02.

Individualized Educati

A Staff Development Project T

School Climate And Achie

New Philadelphia City Schools, Tus

Results of a survey of teachers in the New Ph
cated that the instructional needs of many stude
The survey also revealed interest in individua
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school psychologist indicated that adjusted instr
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In order to create a learning environment in
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ture in two elementary schools. In the multi-
more teachers, assisted by teacher aides, are org
tional unit. Within this organizational framewo
tasks are handled by teacher aides, enabling th
time to students. Students are encouraged to fe
ideas. One thousand children in grades K-6
Philadelphia elementary schools and the elemen
ings are participants in the project.

Teacher workshops have been held on multi-u
vidually guided education. The teaching staff h
units and aides have received the necessary tra
the multi-unit structure. A counselor-facilitator
developing, coordinating and implementing ope
self concept inventory, attitudinal survey and st
have been administered to the students.

During the past year, this project was granted $3

t Early Childhood

cal Schools, Scioto County

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this project has been granted $180,072.02.

Individualized Education:

A Staff Development Project To Improve School Climate And Achievement

New Philadelphia City Schools, Tuscarawas County

Results of a survey of teachers in the New Philadelphia schools indicated that the instructional needs of many students were not being met. The survey also revealed interest in individualizing the instructional program. Data derived from a random sampling of referrals to the school psychologist indicated that adjusted instructional programs were recommended in 32 percent to 40 percent of the cases.

In order to create a learning environment in which the individual needs of students can be met, this project provides a multi-unit structure in two elementary schools. In the multi-unit structure, two or more teachers, assisted by teacher aides, are organized into an instructional unit. Within this organizational framework, the nonprofessional tasks are handled by teacher aides, enabling the teacher to give more time to students. Students are encouraged to feel free to express their ideas. One thousand children in grades K-6 attending two New Philadelphia elementary schools and the elementary staff of both buildings are participants in the project.

Teacher workshops have been held on multi-unit structure and individually guided education. The teaching staff has been organized into units and aides have received the necessary training to operate within the multi-unit structure. A counselor-facilitator has assisted teachers in developing, coordinating and implementing open-end class meetings. A self concept inventory, attitudinal survey and standardized reading tests have been administered to the students.

During the past year, this project was granted $31,083.

Western Ohio-Wright State Multi-Unit School/Individually Guided Education League of Schools

Northeastern Local School District, Clark County

Results of surveys conducted in Northeastern Local as well as nine other participating districts revealed the need for individualizing instruction and for assisting school personnel to develop the special competencies necessary to implement individually guided education.

In order to create a learning environment in which the individual needs of students can be met, a multi-unit structure has been implemented. In the multi-unit structure, two or more teachers, assisted by teacher aides, are organized into an instructional unit. Within this organizational framework, the nonprofessional tasks are handled by teacher aides, enabling the teacher to give more time to students.

Eight thousand four hundred thirty-two elementary children in 19 schools in Western Ohio, elementary principals, unit leaders and teachers are participants in the project. Nineteen schools introduced multi-unit organization and individualized instruction methods during the first two years of the project. The participating teachers in these schools showed an increasingly positive attitude toward these new approaches. Test results imply that teachers who attended on-the-job training conducted better individualized instruction. Job competencies have been developed and identified for the principal, the unit leaders and the teachers. These competencies will serve as benchmarks to give direction and measure growth. During the third year, numerous inservice and workshop activities are occurring for principals, unit leaders and teachers on effective multi-unit organization and individualized instruction methods.

During the past three years, this project has been granted $340,302.83.

Learning Disabilities Cent

North Ridgeville City Schools, Lor

Teacher observation, group and individual testing, rals and parent-teacher conferences revealed a ne cation, diagnosis and remediation of potential le North Ridgeville children.

Through this project, a child exhibiting potential referred to a Learning Disabilities Center. Each chi identify particular learning disabilities and, if elig center, where a teacher trained in learning di vidually and in small groups with children. Close with parents of participants through orientation, v instruction for home programs.

Approximately 20 four- and five-year-old presch children from the North Ridgeville City School D the project. The number of children participati varies, since once a student is determined to ha necessary for adequate functioning within a re kindergarten class), he is placed in that setting. T to handle up to 20 children at any one time, half-day sessions of 10 each.

During the past year, this project was granted $35,

Wright State Multi-Unit

ndividually Guided

n League of Schools

School District, Clark County

d in Northeastern Local as well as nine revealed the need for individualizing school personnel to develop the special plement individually guided education.

nvironment in which the individual needs i-unit structure has been implemented. In or more teachers, assisted by teacher instructional unit. Within this organizaofessional tasks are handled by teacher ive more time to students.

d thirty-two elementary children in 19 lementary principals, unit leaders and he project. Nineteen schools introduced ndividualized instruction methods during oject. The participating teachers in these gly positive attitude toward these new that teachers who attended on-the-job vidualized instruction. Job competencies ntified for the principal, the unit leaders etencies will serve as benchmarks to give . During the third year, numerous inserre occurring for principals, unit leaders lti-unit organization and individualized

is project has been granted $340,302.83.

Learning Disabilities Center

North Ridgeville City Schools, Lorain County

Teacher observation, group and individual testing, psychological referrals and parent-teacher conferences revealed a need for early identification, diagnosis and remediation of potential learning problems for North Ridgeville children.

Through this project, a child exhibiting potential learning problems is referred to a Learning Disabilities Center. Each child is then screened to identify particular learning disabilities and, if eligible, is placed in the center, where a teacher trained in learning disabilities works individually and in small groups with children. Close contact is maintained with parents of participants through orientation, visits, conferences and instruction for home programs.

Approximately 20 four- and five-year-old preschool and kindergarten children from the North Ridgeville City School District are involved in the project. The number of children participating at any one time varies, since once a student is determined to have attained the skills necessary for adequate functioning within a regular classroom (e.g., kindergarten class), he is placed in that setting. The center is equipped to handle up to 20 children at any one time, organized into two half-day sessions of 10 each.

During the past year, this project was granted $35,000.

I Can Read – I Can Count

Northwest Local Schools, Hamilton County

Faculty in Hamilton County in 1972 indicated the need for individualized instruction. Administrators, parents and teachers also expressed concern that students were not acquiring basic skills in reading and math and needed greater individualization.

This project is designed to provide greater individualized instruction by providing for participating schools to be joined into an Individually Guided Education (IGE) league, with the University of Cincinnati cooperating. The project includes instructional units of two or three teachers, one aide and one student teacher. Instruction planned and conducted by such units is intended to meet individual students' academic needs and learning styles. Students are encouraged to progress at their individual achievement rate. The aide and student teacher execute less sensitive classroom tasks, freeing teachers to spend their time with students and on planning. One teacher is selected as head of each unit.

Four thousand six hundred fifteen elementary students in grades kindergarten through six in seven elementary schools in southwest Ohio are participants in the project. Administrators, teachers, teacher aides and community volunteers are also involved.

During the past two years, this project has been granted $188,400.

Temporary Learning Environ

NonCategorically Based St

Northwest Local Schools, Hami

Constant and consistent requests from classroo pals in the Northwest district brought attention students who cannot function in the regular because of social and academic problems. This meet that need.

These students with academic and social pro temporary learning environment, where diagn studies are completed for each child to determin strengths. A unit teacher and liaison educator grams of instruction based on the learning style teacher and liaison educator initiate and super riculum and educational program in conjunction

The child is continuously assessed to determine ready to re-enter the regular classroom. The chil planned program involving the student, admin room teacher, unit teacher and liaison educator.

Throughout the project, teachers and administr dealing with children exhibiting disruptive beha sing specialized training and skills in working wit

Twenty students have been selected for the pro plan for each student has been completed b liaison educator. The unit teacher has begun de ages for the students. A reward system has also in the learning center have begun programs to and communication skills. Volunteers have also with the children in a nonteaching capacity.

During the past year, this project was granted $2

Read — I Can Count

al Schools, Hamilton County

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dministrators, parents and teachers also
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planning. One teacher is selected as head of

d fifteen elementary students in grades
even elementary schools in southwest Ohio
ct. Administrators, teachers, teacher aides
re also involved.

is project has been granted $188,400.

Temporary Learning Environment For NonCategorically Based Students

Northwest Local Schools, Hamilton County

Constant and consistent requests from classroom teachers and principals in the Northwest district brought attention to the unmet needs of students who cannot function in the regular classroom environment because of social and academic problems. This project is designed to meet that need.

These students with academic and social problems are placed in a temporary learning environment, where diagnostic and prescriptive studies are completed for each child to determine his specific needs and strengths. A unit teacher and liaison educator plan individualized programs of instruction based on the learning style of the student. The unit teacher and liaison educator initiate and supervise the structured curriculum and educational program in conjunction with the student.

The child is continuously assessed to determine the point at which he is ready to re-enter the regular classroom. The child's re-entry is a gradual, planned program involving the student, administrator, parents, classroom teacher, unit teacher and liaison educator.

Throughout the project, teachers and administrators will be assisted in dealing with children exhibiting disruptive behavior by persons possessing specialized training and skills in working with such children.

Twenty students have been selected for the project, and a prescriptive plan for each student has been completed by the unit teacher and liaison educator. The unit teacher has begun developing learning packages for the students. A reward system has also been devised. Students in the learning center have begun programs to improve reading, math and communication skills. Volunteers have also been selected to work with the children in a nonteaching capacity.

During the past year, this project was granted $25,000.

Differentiated Staffing As A Means Of Individualizing Learning In Secondary Schools

Parma City Schools, Cuyahoga County

Recognizing a need to use teaching manpower more efficiently and because of successes experienced in a similar project at the elementary level, Parma school officials identified a need for a differentiated staffing pattern for their schools. This project provides for the design and implementation of that staffing pattern.

A year of planning and inservice training was initiated to emphasize team organization, the need for additional curriculum development, and the utilization of additional personnel and improved interpersonal communication. The participants in the project are approximately 1,350 students and 67 staff members at Schaaf Junior High School.

All major initial work phases have been accomplished, including written instructional objectives and measurement items for various curricular areas. Additional workshops and inservice training have been conducted for teachers. Students are being scheduled in bloc times, using an interdisciplinary approach.

During the past two years, this project has been granted $320,000.

Individually Prescribed Instructio

Portsmouth City Schools, Scio

Results obtained from the Iowa Test of Basic Sk
Test of Mental Maturity showed that a number o
students in Portsmouth scored below their expec
The San Diego County Inventory of Reading Atti
all students except kindergarten, showed a large
had less than favorable attitudes toward reading.

This project has been designed to eliminate indiv
in reading, provide motivating and challenging
students reading above grade level, and improve
attitude toward reading. This is to be achieve
teachers trained specifically in diagnostic and pr
Volunteer aides also implement individual activi
mitted to choose from a variety of reading ma
activities and to use whatever learning method th
is designed to serve 438 students in grades K-7 a
School and their 19 teachers through the intens
volunteers.

Extended training was provided for teachers and
opening of school, and additional training was g
10 weekly follow-up sessions. About 50 adult
recruited to assist students, and pretest data rela
levels has been collected.

During the past year, this project was granted $30

Staffing As A Means Of

rning In Secondary Schools

hools, Cuyahoga County

teaching manpower more efficiently and ced in a similar project at the elementary ntified a need for a differentiated staffing his project provides for the design and g pattern.

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ave been accomplished, including written easurement items for various curricular d inservice training have been conducted eing scheduled in bloc times, using an

project has been granted $320,000.

Individually Prescribed Instruction In Reading

Portsmouth City Schools, Scioto County

Results obtained from the Iowa Test of Basic Skills and the California Test of Mental Maturity showed that a number of third and fifth grade students in Portsmouth scored below their expectancy level of reading. The San Diego County Inventory of Reading Attitudes, administered to all students except kindergarten, showed a large number of students had less than favorable attitudes toward reading.

This project has been designed to eliminate individual skill deficiencies in reading, provide motivating and challenging reading activities for students reading above grade level, and improve student interest and attitude toward reading. This is to be achieved through the use of teachers trained specifically in diagnostic and prescriptive procedures. Volunteer aides also implement individual activities. Students are permitted to choose from a variety of reading materials and prescribed activities and to use whatever learning method they prefer. The project is designed to serve 438 students in grades K-7 at Harding Elementary School and their 19 teachers through the intensive use of community volunteers.

Extended training was provided for teachers and volunteers prior to the opening of school, and additional training was given to teachers during 10 weekly follow-up sessions. About 50 adult volunteers have been recruited to assist students, and pretest data relating to student reading levels has been collected.

During the past year, this project was granted $30,500.

Testing Readiness and Improving Achievement and Development

Ravenna City Schools, Portage County

A 1972 survey of the faculty and administration in each school in Ravenna, the central office staff, and groups of concerned citizens revealed the need for individualized assistance for preschool, kindergarten and first grade students. The purpose of this project is to assist children with potential learning handicaps to experience success in school through special preschool and primary learning experience.

The project is designed to serve all of the over 300 children who enter kindergarten each year in the Ravenna City school system. Special programs and services are available in grades kindergarten through two for those children identified as having potential learning handicaps.

The project staff has developed and implemented a process for identifying entering kindergarten students who have learning difficulties in the areas of social-emotional growth, vision and speech-hearing abilities, muscular coordination and language development. Children so identified are provided with individualized instructional programs designed to help them correct the assessed deficiencies. Corrective treatment is recommended as necessary when physical handicaps are involved.

The instructional programs involve parents and teachers as well as students and project staff members (counselors and home visitors). Counselors work with students and teachers at school, and home visitors assist parents in implementing the programs at home. Workshops are held to train parents of participating students to conduct the instructional programs and to train teachers to provide programs and activities in which students can experience success.

During the 1973-74 school year, the project plan was successfully implemented. The procedures for identifying students with learning difficulties have been revised and used to screen students who will enter kindergarten in September, 1974. Students identified as having learning problems are receiving special assistance. Evaluation results from the first year indicate that the program was well accepted by both teachers and parents and that broad community support was gained. Test results indicate that 42 percent of the children who received special help scored average or above average in the area of reading readiness after receiving the help. Children receiving special help also exhibited significant improvement in their verbal and academic skills at the end of one year of participation in project activities.

During the past two years, this project has been granted $126,876.22.

The Use of Volunteers In Teac

Rocky River City Schools, Cuya

An educational needs assessment procedure w
ment of task forces and committees, reviewing s
analyzing opinionnaires, and the considered o
the professional staff of the schools revealed a
improved instruction in mathematics related to
intended to meet that need.

To increase student, teacher and adult voluntee
standing of ecological studies, a three-phase pr
of volunteers has been initiated. The program
the Rocky River Outdoor Education Center a
areas. Curriculum materials are developed wit
vidualizes ecological education, and these mate
use by small groups of two to three students
under the guidance and supervision of one vo
two hundred seventy-three elementary, junio
students attending the public and nonpublic sch
involved in the project. Teachers and adult vol

Curriculum materials relating to ecology have
elementary, junior high and senior high levels. V
curriculum materials and instruction-related ac
ing from two hours to all-day sessions have b
students and volunteers have assisted in site
the Rocky River Outdoor Education Center.
tutorial units.

During the past year, this project was granted $

Readiness and Improving

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y Schools, Portage County

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The Use of Volunteers In Teaching Ecology

Rocky River City Schools, Cuyahoga County

An educational needs assessment procedure which included appointment of task forces and committees, reviewing standardized test results, analyzing opinionnaires, and the considered opinion and judgment of the professional staff of the schools revealed a need in Rocky River for improved instruction in mathematics related to ecology. This project is intended to meet that need.

To increase student, teacher and adult volunteer knowledge and understanding of ecological studies, a three-phase program based on the use of volunteers has been initiated. The program makes maximum use of the Rocky River Outdoor Education Center and other local outdoor areas. Curriculum materials are developed within a format that individualizes ecological education, and these materials must be suitable for use by small groups of two to three students. Each student group is under the guidance and supervision of one volunteer. Five thousand two hundred seventy-three elementary, junior high and high school students attending the public and nonpublic schools of Rocky River are involved in the project. Teachers and adult volunteers also participate.

Curriculum materials relating to ecology have been developed at the elementary, junior high and senior high levels. Volunteers have prepared curriculum materials and instruction-related activities. Workshops varying from two hours to all-day sessions have been conducted. Several students and volunteers have assisted in site improvement projects at the Rocky River Outdoor Education Center. Students are developing tutorial units.

During the past year, this project was granted $42,250.

Structuring Mathematics For Individualized Learning Experiences

Sandusky County Schools

A review of test results in Sandusky County confirmed that a large number of students were performing below expected levels in mathematics. In addition, a survey of parents and other community persons indicated a strong desire for programs which would meet individual student needs.

This project, intended to individualize mathematics instruction, includes a series of 11 teacher workshops on individualized instruction in combination with laboratory-type mathematics learning experiences. Teaching includes large and small group instruction, individual laboratory tasks, and one-to-one instruction, with some emphasis on career exploration most closely related to mathematics. Project activities during the first year focused on grades K-3. During the current year, the program has been expanded to include grades 4-6. The project is presently serving approximately 2700 students in grades K-6 and their teachers in the city, exempted village, local and nonpublic schools of Sandusky County.

Project activities are proceeding as scheduled. First-year participants were involved in a series of 11 basic workshops; seven special workshops dealing with individualizing mathematics learning experiences have been conducted for second-year participants. First-year evaluation results indicate that participating teachers significantly changed their teaching techniques toward a more individualized approach and that both teacher and pupil attitudes toward mathematics improved. Achievement test data indicate that nearly 60 percent of the first-year student participants performed at or above expected levels.

During the past two years, this project has been granted $220,237.39.

Developing Creative Thinking In And Pupils Through The Reading

Shaker Heights City Scho

Cuyahoga County

The staff of the Shaker Heights school system developed creative potential in the students of schools as an important need area.

To improve creative thinking, four staff members developing in August, 1974, a teacher inservice signed to improve teachers' appreciation and und thinking. The inservice program was then condu and November for approximately 80 teachers a course in creative thinking for sixth graders was a covers two 45-minute instructional periods per eight weeks. The course will be taught to six students from February to May 1, 1975.

The primary participants in this project includ grade students in the Shaker Heights City schoo parochial school – a total of approximately teachers and administrators will participate in an gram. These participants will be chosen from th from three additional nonpublic schools in Shaker

The first phase of this project was completed in N the last of six Saturday morning inservice sessi administrators was held. The 80 participants exp and foster creative talents in children. Evaluation participants' reactions to the training program wer

During the past year, this project was granted $36,

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y County Schools

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project has been granted $220,237.39.

Developing Creative Thinking In Teachers And Pupils Through The Reading Curriculum

Shaker Heights City Schools, Cuyahoga County

The staff of the Shaker Heights school system has identified underdeveloped creative potential in the students of the Shaker Heights schools as an important need area.

To improve creative thinking, four staff members were responsible for developing in August, 1974, a teacher inservice training program designed to improve teachers' appreciation and understanding of creative thinking. The inservice program was then conducted during October and November for approximately 80 teachers and administrators. A course in creative thinking for sixth graders was also developed, which covers two 45-minute instructional periods per week for a period of eight weeks. The course will be taught to six classes of sixth grade students from February to May 1, 1975.

The primary participants in this project include six classes of sixth grade students in the Shaker Heights City schools and St. Dominic's parochial school — a total of approximately 150 students. Eighty teachers and administrators will participate in an inservice training program. These participants will be chosen from the above schools and from three additional nonpublic schools in Shaker Heights.

The first phase of this project was completed in November, 1974, when the last of six Saturday morning inservice sessions for teachers and administrators was held. The 80 participants explored how to discover and foster creative talents in children. Evaluation results indicate that participants' reactions to the training program were positive.

During the past year, this project was granted $36,489.

Early Childhood Home Instruction Program

Springfield City Schools, Clark County

Test scores of children from nine school attendance areas with high concentrations of economically disadvantaged, compared with the achievement scores of students in other Springfield schools, revealed a wide degree of disparity in achievement levels. In addition, the data indicated that the gap widened as the students progressed through school.

This project is designed to provide early learning experiences to disadvantaged youngsters, so that they can avoid falling behind the achievement levels of the nondisadvantaged. The project director and a group of nine parent assistants have developed a series of activities designed to stimulate and improve verbal communication which parents can use with their children. The materials are designed to be used following a short informal training session.

The staff has also developed a variety of procedures, games, puzzles and other devices that should provide a stimulating environment for young children. These items are inexpensive to prepare or purchase and can be used in the home. Each year the project serves approximately 100 economically and culturally disadvantaged preschool children and their parents from nine school attendance areas.

During the past two years, this project has been granted $58,756.20.

Center For The Team

Diagnostic Teaching App

Springfield City Schools, Cla

Through evaluation of the existing program; m
tion teachers, administrators, supervisors and cu
parent meetings, several major problem areas i
identified in Springfield.

The general direction of the project is to train t
improve reading and math abilities, two of th
The recycling center laboratory will provide ea
training and simulation each semester in the
nostic teaching approaches. Each teacher and cl
team to establish a baseline of current applic
teaching method; to complete the skill check
determine expertise in assessment-instructio
and to designate three students in each class w
the student data collection.

Approximately 550 students in grades 1-12 a
teachers from the public and nonpublic schoo
first year of the project.

Training sessions have been conducted for tea
the learning centers have been adapted. Pretes
skills of students have been conducted, tog
teacher skills.

During the past year, this project was granted $

d Home Instruction Program

City Schools, Clark County

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his project has been granted $58,756.20.

Center For The Team And

Diagnostic Teaching Approach

Springfield City Schools, Clark County

Through evaluation of the existing program; meetings of special education teachers, administrators, supervisors and curriculum specialists; and parent meetings, several major problem areas in special education were identified in Springfield.

The general direction of the project is to train teachers to help children improve reading and math abilities, two of the major problem areas. The recycling center laboratory will provide each teacher one week of training and simulation each semester in the areas of team and diagnostic teaching approaches. Each teacher and class will be observed by a team to establish a baseline of current application of the diagnostic teaching method; to complete the skill checklist with the teacher to determine expertise in assessment-instruction-evaluation techniques; and to designate three students in each class who will be the focus of the student data collection.

Approximately 550 students in grades 1-12 and 54 special education teachers from the public and nonpublic schools are to be served in the first year of the project.

Training sessions have been conducted for teachers, and materials for the learning centers have been adapted. Pretests of academic and social skills of students have been conducted, together with a pretest of teacher skills.

During the past year, this project was granted $50,000.

Struthers Total Environment Education Program

Struthers City Schools, Mahoning County

A survey of the administrative staff and department chairmen in Struthers was conducted to identify areas of need. The resulting list was used as the basis for a second survey of the teaching staff to delineate the needs further. The emphasis of the second survey was on assessing the difference between the current status and desired status of each item on the survey. The resulting needs were assigned priorities on the basis of the survey results, resources available for meeting the need, staffing requirements and requirements of the state. The need for an environmental education program and increased use of community resources ranked highest.

This project is intended to increase student awareness of the total environment and its problems through the increased use of the real environment and community resources for instructional purposes. A land laboratory will be developed and urban learning areas will be identified for in-depth environmental study activities. Environmental learning activities will be incorporated into the curricula of the various grade levels and disciplines in grades K-12. The curriculum materials developed by an earlier Title III project (Willoughby-Eastlake) will form the basis of the program, and other curriculum materials will be incorporated as needed to expand the program.

An inservice training program will train teachers in using the real environment for instruction. A voluntary summer environmental studies program for grades 7-12 will give students opportunities to do in-depth studies on various aspects of the total environment. Participants include all students in grades K-12 of the public and nonpublic schools of Struthers.

The instructional program on environmental education for grades K-6 has been implemented. A 44-acre section of the land lab has been developed and evaluated by teachers. A directory of resource people and organizations that includes over 80 entries has been compiled, and 140 adult and 67 student aides have been recruited to assist teachers. Over 300 environmental training experiences have been conducted by 52 teachers. Evaluation results indicate that students' environmental awareness has increased.

During the past year, this project was granted $88,300.

Program For Reading Independence-

Through Enrichment

Switzerland of Ohio Local Schools, M

Through questionnaires, studies and analysis of ac
Switzerland of Ohio Local School District confir
proportionate number of students have achieveme
average; (2) there is a limited number of instruc
respect to readability levels and range of interest in
themselves inadequate to cope with the variable n
reading instruction was inadequate throughout t
riculum.

The purpose of this project is to address the
improve the academic achievement, reading skil
attitudes toward learning of fourth through six
conjunction with other course work. Through
teachers develop reading exercises and methods
instruction as well as other subjects. The project en
teaching of reading and improving student study
ticularly emphasize word recognition and analysi
development, comprehension and independent re
twenty-five students in grades four through six in
nonpublic elementary school, teachers in those s
coordinator are participating in the project.

Evaluation of the inservice meetings which have b
throughout the first and second year, and th
education pretests and posttests indicate a higher
knowledge on the part of teachers. Reading scores
Stanford Achievement Tests indicate that student
ing has improved dramatically at the end of t
Average gains of the children per grade equivale
half to almost two years.

During the past two years, this project has been gr

ironment Education Program

Schools, Mahoning County

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n environmental education for grades K-6 4-acre section of the land lab has been teachers. A directory of resource people es over 80 entries has been compiled, and des have been recruited to assist teachers. ning experiences have been conducted by lts indicate that students' environmental

ect was granted $88,300.

Program For Reading Independence-Development Through Enrichment

Switzerland of Ohio Local Schools, Monroe County

Through questionnaires, studies and analysis of achievement tests, the Switzerland of Ohio Local School District confirmed that: (1) a disproportionate number of students have achievement test scores below average; (2) there is a limited number of instructional materials with respect to readability levels and range of interest in use; (3) teachers felt themselves inadequate to cope with the variable needs of students; (4) reading instruction was inadequate throughout the intermediate curriculum.

The purpose of this project is to address the identified needs and improve the academic achievement, reading skills, study habits and attitudes toward learning of fourth through sixth grade students in conjunction with other course work. Through intensive workshops, teachers develop reading exercises and methods for regular reading instruction as well as other subjects. The project emphasizes skills in the teaching of reading and improving student study skills. Teachers particularly emphasize word recognition and analysis as well as language development, comprehension and independent reading. Four hundred twenty-five students in grades four through six in two public and one nonpublic elementary school, teachers in those schools, and a teacher coordinator are participating in the project.

Evaluation of the inservice meetings which have been held periodically throughout the first and second year, and the results of teacher-education pretests and posttests indicate a higher level of professional knowledge on the part of teachers. Reading scores from the May, 1974, Stanford Achievement Tests indicate that student achievement in reading has improved dramatically at the end of the first project year. Average gains of the children per grade equivalent is from one and a half to almost two years.

During the past two years, this project has been granted $41,612,84.

Computer Integration In The Mathematics Classroom

Sylvania City Schools, Lucas County

The mathematics subcommittee of the Sylvania City schools curriculum council recently completed a review of the Sylvania math curricula. The study revealed deficiencies in the mathematical achievements of students. An evaluation by the North Central Committee also resulted in recommendations to explore the possibilities of a central area for a mathematics laboratory and to integrate computer-related concepts in the curriculum.

This project is designed to improve understanding and increase the problem-solving ability of students by use of microcomputers. Curriculum units will incorporate the microcomputer into the regular math program, and students will learn to program microcomputers and write programs based upon the curriculum developed through the project. Sixty students in Algebra I and II (grades 10 and 11) at Sylvania High School will be involved as well as 15 high school students from Saint Clare Academy. Two teachers, one part-time project director and one project secretary are involved.

To date, the staff has been receiving inservice training in the use of microcomputers and curriculum writing. Units taught in Algebra I and Algebra II are being analyzed for computer programs to be written. Programs are to be written to permit students to begin a short unit on programming.

During the past year, this project was granted $44,800.

Metropolitan Toledo League Of Multi-Unit Schools

Toledo City Schools, Lucas County

This project evolved from a recognized need for individually guided education (IGE) in selected schools of the Toledo area.

Fourteen elementary schools from four school districts and the Toledo Diocese, involving 6,853 students, 190 teachers and 14 principals, are participants in the project.

In order to improve academic achievement and
according to their own interests and needs, te
operate within the confines of the multi-unit
unit structure, two or more teachers, assisted by
as a team, are organized into an instructional un
tional framework the nonprofessional tasks a
aides, enabling the teacher to give more time to

Teachers' aides are trained to handle the cleri
Two or three teachers, a teacher aide and
organized into a unit. Each unit is responsible
from 100 to 120 students. These students span
range; thus, individual students are not tied to
The curriculum is organized in segments of s
specific skills or content elements. A teacher is
and is responsible for the unit's administrative
and building principals make up building ins
committees, which decide upon curriculum cha
with other matters at the building level. Teac
provide inservice for other teachers when fundi

In this project, the emphasis is upon develo
zational patterns and instructional techniques
be served in accordance with their own needs an

By May, 1974, all schools participating in t
requirement of the Policy Planning Committee
body, includes representatives from all partici
percent of "all teachers of record" be organized
By May, 1974, 13 schools had implemented
model in two curriculum disciplines, with o
mented the IGE model in one area. Instructi
mittees have been formed in each of the scho
curricula as necessary. During this fiscal year,
been placed on a teacher-consultant program
training of teachers to serve as consultants
teachers within their building in order to perp
after the project terminates. Concentrated e
toward the problem of continuance of the "le
ing expires.

During the past three years, this project has be

n In The Mathematics Classroom

y Schools, Lucas County

nittee of the Sylvania City schools cur-completed a review of the Sylvania math d deficiencies in the mathematical achieve-ation by the North Central Committee also ns to explore the possibilities of a central oratory and to integrate computer-related

improve understanding and increase the students by use of microcomputers. Cur-te the microcomputer into the regular math learn to program microcomputers and write curriculum developed through the project. and II (grades 10 and 11) at Sylvania High well as 15 high school students from Saint ers, one part-time project director and one d.

receiving inservice training in the use of lum writing. Units taught in Algebra I and ed for computer programs to be written. o permit students to begin a short unit on

ject was granted $44,800.

an Toledo League Of

i-Unit Schools

Schools, Lucas County

a recognized need for individually guided chools of the Toledo area.

s from four school districts and the Toledo dents, 190 teachers and 14 principals, are

In order to improve academic achievement and permit students to learn according to their own interests and needs, teachers were trained to operate within the confines of the multi-unit structure. In the multi-unit structure, two or more teachers, assisted by teacher aides operating as a team, are organized into an instructional unit. Within this organizational framework the nonprofessional tasks are handled by teacher aides, enabling the teacher to give more time to students.

Teachers' aides are trained to handle the clerical aspects of teaching. Two or three teachers, a teacher aide and a student teacher are organized into a unit. Each unit is responsible for the instruction of from 100 to 120 students. These students span a three to four-year age range; thus, individual students are not tied to the progress of a class. The curriculum is organized in segments of study intended to teach specific skills or content elements. A teacher is designated as unit leader and is responsible for the unit's administrative tasks. The unit leaders and building principals make up building instructional improvement committees, which decide upon curriculum changes and are concerned with other matters at the building level. Teachers will be trained to provide inservice for other teachers when funding is concluded.

In this project, the emphasis is upon developing and using organizational patterns and instructional techniques that permit students to be served in accordance with their own needs and abilities.

By May, 1974, all schools participating in the project had met the requirement of the Policy Planning Committee (major decision-making body, includes representatives from all participating schools) that 75 percent of "all teachers of record" be organized into instructional units. By May, 1974, 13 schools had implemented the IGE programming model in two curriculum disciplines, with one school having implemented the IGE model in one area. Instructional improvement committees have been formed in each of the schools to study and review curricula as necessary. During this fiscal year, particular emphasis has been placed on a teacher-consultant program which has as its aim the training of teachers to serve as consultants and advisors to other teachers within their building in order to perpetuate the IGE program after the project terminates. Concentrated effort has been directed toward the problem of continuance of the "league" after federal funding expires.

During the past three years, this project has been granted $231,078.46.

Trumbull Area Multi-Purpose Environmental Education Laboratory

Trumbull County Schools, Trumbull County

Recognizing a growing concern for the natural environment, school administrators in Trumbull County proposed to make use of an existing facility for science-related activities. In phase one, project personnel developed an environmental curriculum and courses of study appropriate for fifth grade students. A training program for improved use of a 40-acre environmental laboratory was also prepared.

Phase two is the on-site instruction of fifth grade students. Each participating class has been scheduled to attend classes at the laboratories for two days, one in the fall and one in the spring, for five hours of instructional time each day. Emphasis has been on the use of the senses in exploring the environment, plant life and growth, animals and their habitats, conservation, air pollution control and pond life. Approximately 1,600 fifth grade students in the public and nonpublic schools of Trumbull County, plus their teachers and school administrators, are participating.

Materials have been adapted to serve the objectives of the project, training sessions have been conducted for both administrators and teachers, and student instruction has proceeded on schedule at the land laboratory near Lordstown. Classroom teachers have received materials for orientation of students prior to their visits, and appropriate follow-up activities are conducted when students return to their home schools.

First-year data by an external evaluator indicate that teachers regard the laboratory visit as a positive part of the students' experience. The knowledge test administered to students indicated significant gains.

During the past two years, this project has been granted $115,860.88.

Teacher and Parental Volu Tutorial Inservice Progr

Wellston City Schools, Jackso

The "Search for Consensus" in Wellston indicat those participating felt that the item of first p system was a supplementary reading program for ing below their expected reading level. Reading number of students in grades 1-8 were reading bel

This project is designed to involve teachers an assist youngsters in improving their reading skills. sible for determining the student's current read scribing an individualized program for each stu directly with students under the supervision of The tutoring occurs daily during the student's re minutes and continues until the student has rea formance level in reading. Over 500 students i served directly during the first year of the project

Approximately 60 volunteers have been recruit has been conducted for participating teachers a have been administered to participating students accepted by nearly all teachers in grades K-3 students on a regular basis.

During the past year, this project was granted $3

ulti-Purpose Environmental

ation Laboratory

y Schools, Trumbull County

cern for the natural environment, school County proposed to make use of an existing activities. In phase one, project personnel curriculum and courses of study appropri- A training program for improved use of a tory was also prepared.

uction of fifth grade students. Each partici- led to attend classes at the laboratories for and one in the spring, for five hours of Emphasis has been on the use of the senses t, plant life and growth, animals and their ollution control and pond life. Approxi- dents in the public and nonpublic schools eir teachers and school administrators, are

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al evaluator indicate that teachers regard tive part of the students' experience. The o students indicated significant gains.

his project has been granted $115,860.88.

Teacher and Parental Volunteer

Tutorial Inservice Program

Wellston City Schools, Jackson County

The "Search for Consensus" in Wellston indicated that 80 percent of those participating felt that the item of first priority for the school system was a supplementary reading program for all students performing below their expected reading level. Reading tests indicated that a number of students in grades 1-8 were reading below grade level.

This project is designed to involve teachers and volunteer tutors to assist youngsters in improving their reading skills. The teacher is responsible for determining the student's current reading level and for prescribing an individualized program for each student. Volunteers work directly with students under the supervision of the classroom teacher. The tutoring occurs daily during the student's regular class time for 15 minutes and continues until the student has reached his expected performance level in reading. Over 500 students in grades K-3 are being served directly during the first year of the project.

Approximately 60 volunteers have been recruited, and initial training has been conducted for participating teachers and volunteers. Pretests have been administered to participating students. Volunteers have been accepted by nearly all teachers in grades K-3 and are working with students on a regular basis.

During the past year, this project was granted $33,500.

A School For Tomorrow

Westerville City Schools, Franklin County

Surveys of Westerville citizens and teachers as well as achievement scores of Westerville students underscored the need for alternative approaches to staff and curriculum organization. This project is an attempt to create an educational climate which enables the students and teachers to develop and utilize more effectively their unique talents and capabilities. The project involves Annehurst Elementary School with its 520 students in grades kindergarten through six. Teachers, specialists, administrators and parents constitute the primary participants.

The project generates a model of a "school for tomorrow" which will put in practice many theoretical concepts and innovations such as individualized instruction, curriculum and staff development which are receiving widespread attention.

Three-week workshops were held in the summers of 1973 and 1974. Task forces of participating teachers were formed to carry on with project work. These teacher task forces are now studying student grading alternatives, professional profiles, content, teacher self-evaluation techniques, up-to-date curriculum, citizenship education, and appropriate functions for teachers and student teachers. In addition, a procedure for self-managed professional growth and assessment is being tested by participants, and the curriculum is being reorganized into smaller and more accessible units.

During the past two years, this project has been granted $216,671.99.

Vocational Avenues To Reading I

Wickliffe City Sc[illegible], Lake

A reading survey of the tenth grade at Wicklif analysis of the results of the Iowa Test of Edu revealed that approximately ten percent of the reading below the sixth grade level. Identified surveyed to ascertain their awareness of vocatio to a randomly selected group of tenth grade st demonstrated significantly less awareness of tunities available.

Through the project, each student is individ program and tested to determine his actual rea weaknesses. An individual prescription for e reading problems is then developed. Each stu scheduled into a reading laboratory daily for th participating in the usual English curriculum vocational materials as the primary motivational instruction is given to each student. Reading continuously evaluated. When a student is deter grade level he is returned to the regular English p

The approach can be distinguished from a tradi approach by its heavy emphasis on the us materials.

Forty-nine students have been selected for par lab is in operation, and the participating student project staff and classroom teachers have observ students' attitudes, and classroom teachers h students are studying more effectively and, in higher level. Preliminary results indicate that r tional awareness are also improving.

During the past year, this project was granted $5

ool For Tomorrow

Schools, Franklin County

ens and teachers as well as achievement nts underscored the need for alternative rriculum organization. This project is an tional climate which enables the students utilize more effectively their unique talents t involves Annehurst Elementary School rades kindergarten through six. Teachers, nd parents constitute the primary partici-

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is project has been granted $216,671.99.

Vocational Avenues To Reading Improvement

Wickliffe City Schools, Lake County

A reading survey of the tenth grade at Wickliffe High School and an analysis of the results of the Iowa Test of Educational Development revealed that approximately ten percent of the over 400 students were reading below the sixth grade level. Identified students were further surveyed to ascertain their awareness of vocational choices. Compared to a randomly selected group of tenth grade students, these students demonstrated significantly less awareness of the vocational opportunities available.

Through the project, each student is individually oriented to the program and tested to determine his actual reading level and specific weaknesses. An individual prescription for each student's specific reading problems is then developed. Each student selected is then scheduled into a reading laboratory daily for the entire year instead of participating in the usual English curriculum of the school. Using vocational materials as the primary motivational tool, remedial reading instruction is given to each student. Reading improvement is then continuously evaluated. When a student is determined to be reading at grade level he is returned to the regular English program.

The approach can be distinguished from a traditional remedial reading approach by its heavy emphasis on the use of vocation-related materials.

Forty-nine students have been selected for participation. The reading lab is in operation, and the participating students visit the lab daily. The project staff and classroom teachers have observed improvements in the students' attitudes, and classroom teachers have reported that the students are studying more effectively and, in general, achieving at a higher level. Preliminary results indicate that reading skills and vocational awareness are also improving.

During the past year, this project was granted $54,000.

Aesthetic Awareness Developed Through Art Education Using Prescribed Technology

Reynoldsburg Local Schools, Franklin County

In 1972, teachers in the Reynoldsburg schools were asked to indicate their interests and preferences for workshop experiences during the school year. A high priority was given by intermediate and secondary teachers to classroom technology for instruments such as the video tape recorder, the various kinds of listening posts and units, and cassette tape recorders. Teachers of younger children, however, expressed interest in developing informal techniques for better understanding each child. As these inservice efforts were implemented, both on a distirct and individual school basis, the following concerns were noted: (1) students were apathetic toward school and teachers; (2) students are not print oriented learners due to extensive exposure to media and visual stimuli; (3) students are bringing new types of backgrounds to school due to experiences with T.V. and other electronic equipment.

This project grew out of these concerns and priorities. It is designed to contribute to the personal and cultural growth of both students and teachers by using the media of educational technology to increase their awareness of and responsiveness to their surroundings. The target population includes the 249 teachers and 5693 students in the Reynoldsburg school system and in St. Pius nonpublic school located in Reynoldsburg.

The project provides teachers with intensive training, through workshops, enabling them more effectively to teach students to use their five senses. Teachers and students participate in field trips, picture viewing sessions, and music and lecture sessions. Each of these experiences is studied and discussed to stimulate better patterns and habits of attentiveness. The techniques are then used by teachers with the students.

During the first year of the project, 56 teachers actively participated in workshops designed to increase their awareness of and ability to respond to their physical surroundings and to improve their use of instructional technology. Logs and daily lessons plans indicated that these teachers used the techniques and concepts encountered in the workshop in their own classroom during the 1973-74 school year. Forty-five students in grades 3-9 participated in a workshop during the summer of 1974 and are participating in a series of workshops during the current school year. Evaluation results currently available indicate that the students' awareness and perception of art elements in the environment have improved.

During the past two years, this project has been granted $37,552.74.

Career Motivation: An Integral Part of Existing Curriculum

Ashland County-West Holmes Joint Vocational Schools, Ashland County

Following the opening of the Ashland County-West Holmes Joint Vocational School in September, 1973, the curricular offerings of the member schools in the jointure were examined. This analysis indicated that there was no evidence of planned curriculum design related to the world of work. Interviews by school officials with a wide range of employees in the area revealed substantial concern that potential employees possess positive attitudes about work and themselves in relation to others.

The project is designed to provide inservice training for teachers which will be aimed primarily at helping to develop positive attitudes and knowledge about career motivation, and effectively integrating career motivation objectives and learning activities into the existing curriculum.

Project participants include the teachers and students of the public and nonpublic kindergarten through sixth grade classes of the five school districts in the jointure district (Ashland City, Hillsdale Local, Mapleton Local, West Holmes Local, and Loudonville-Perrysville Exempted Village). During the first year, approximately 50 teachers and 1,500 students are participating.

Participating teachers who develop and identify career motivation student objectives and learning activities are expected to integrate them into the various subject areas, as they are presented in the classroom.

These teachers have been selected and have participated in a five-day workshop in August, 1974, as well as the first of two planned follow-up workshops. The teachers have begun to select or design instructional objectives and learning experiences and to implement them in the classrooms. The project staff conducts regular visits to the classrooms of the participating teachers to assist with this process.

During the past year, this project was granted $80,000.00.

Continuous Career Develo

Belpre City Schools, Washingt

Prior to the establishment of the Washingtor School, a Student Vocational Planning questionn to all tenth and eleventh grade students in the Those indicating interest in vocational educati percent of the students surveyed; however, as o than 15 percent of the 1972 Belpre graduating c tional or technical schools and only one-third of had successfully entered the job market.

This project is designed to place greater emphasi ment skills at the elementary level in Belpre thr attitudes and enthusiasm necessary for success and appreciation for all types of workers and the the middle school level (grades five through expected to examine the wide range of occup available and become aware of the relationsh taught in the classroom and the skills necessary fo early senior high school level, students investiga experiences, the specific occupational areas that

The project serves the approximately 2,000 stud in kindergarten through tenth grade in all sch schools, one middle school, and one high schoo school system.

The first year of the project focused on tra teachers, development of learning objectives designing of an instructional program for achievi classroom implementation and evaluation of th during the 1974-75 school year.

Approximately 95 percent of the eligible class pated in an initial workshop in the summer of 19 78 percent returned for a second workshop in Test data indicate that at least 80 percent of acceptable progress in increasing their career awar all participants acquired the desired knowledg writing and using objectives.

During the past two years, this project has been g

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County-West Holmes
Schools, Ashland County

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Continuous Career Development
Belpre City Schools, Washington County

Prior to the establishment of the Washington County Vocational School, a Student Vocational Planning questionnaire was administered to all tenth and eleventh grade students, in the Belpre City schools. Those indicating interest in vocational education represented 72.7 percent of the students surveyed; however, as of February, 1973, less than 15 percent of the 1972 Belpre graduating class had entered vocational or technical schools and only one-third of the class respondents had successfully entered the job market.

This project is designed to place greater emphasis upon career development skills at the elementary level in Belpre through emphasis on the attitudes and enthusiasm necessary for success in the world of work, and appreciation for all types of workers and the jobs they perform. At the middle school level (grades five through eight), students are expected to examine the wide range of occupational opportunities available and become aware of the relationship between the skills taught in the classroom and the skills necessary for employment. At the early senior high school level, students investigate, through first-hand experiences, the specific occupational areas that they find interesting.

The project serves the approximately 2,000 students and their teachers in kindergarten through tenth grade in all schools (two elementary schools, one middle school, and one high school) of the Belpre City school system.

The first year of the project focused on training of participating teachers, development of learning objectives for students, and the designing of an instructional program for achieving the objectives. Full classroom implementation and evaluation of the program is occurring during the 1974-75 school year.

Approximately 95 percent of the eligible classroom teachers participated in an initial workshop in the summer of 1973, and approximately 78 percent returned for a second workshop in the summer of 1974. Test data indicate that at least 80 percent of the participants made acceptable progress in increasing their career awareness levels and nearly all participants acquired the desired knowledge and skills related to writing and using objectives.

During the past two years, this project has been granted $93,026.23.

A Model For The Development of Classroom Teachers As Guidance Resource Persons - Elementary School Level

Berea City Schools, Cuyahoga County

Through a previously funded project, a need for expanded elementary guidance services in the Berea City schools was established. This project involves seven public and three nonpublic school teachers as well as two elementary building principals each year. Its purpose is to provide regular elementary classroom teachers with the training necessary to serve as guidance resource persons.

The classroom teacher participates in training to acquire specific guidance techniques. Topics include skills to increase teacher effectiveness, ways in which to conduct large and small group meetings, and methods of exploring career and leisure time activities.

Returning to their classrooms, teachers apply the training and guidance techniques with students and parents. More than 1,300 public and nonpublic elementary school students are receiving classroom guidance services as a result of this project.

During the past three years, this project has been granted $44,883.79.

71

A Systems Approach - A Behav For Elementary Guidance And

Finneytown Local Schools, Hami

The Guidance Practices Inventory (GPI) was giv Finneytown elementary schools as a pre- and beginning of the 1972-73 school year. A par developed by the project advisory board and approximately 200 parents. A student questionn the Whitaker staff members and administered sixth grade students attending Whitaker School. to the need for developing an awareness of t elementary school students.

Instructional staff under the project leadership were encouraged to develop classroom activitie and exploration for the purpose of developi improving the self-concept of students. Work teachers and parents to develop a sensitivity to and the emotional needs of the students.

Approximately 575 children in grades one th Elementary School are involved in the project. S students from the nonpublic Cincinnati Baptist St. Vivian's Elementary School are also involved.

A series of evaluative procedures using a variety ing techniques was put into operation by the results of the parent and staff assessments indic ing the self-concepts of children. In general, the that 86 percent were "very much" in favor of the

During the past three years, this project has bee

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this project has been granted $44,883.79.

A Systems Approach - A Behavioral Model For Elementary Guidance And Counseling

Finneytown Local Schools, Hamilton County

The Guidance Practices Inventory (GPI) was given to the staff of three Finneytown elementary schools as a pre- and post-assessment at the beginning of the 1972-73 school year. A parent questionnaire was developed by the project advisory board and was administered to approximately 200 parents. A student questionnaire was developed by the Whitaker staff members and administered to all third, fifth and sixth grade students attending Whitaker School. These surveys pointed to the need for developing an awareness of the world of work in elementary school students.

Instructional staff under the project leadership of pupil personnel staff were encouraged to develop classroom activities in career motivation and exploration for the purpose of developing this awareness and improving the self-concept of students. Workshops were held for teachers and parents to develop a sensitivity to elementary guidance and the emotional needs of the students.

Approximately 575 children in grades one through six at Whitaker Elementary School are involved in the project. Seven hundred and fifty students from the nonpublic Cincinnati Baptist Elementary School and St. Vivian's Elementary School are also involved.

A series of evaluative procedures using a variety of information gathering techniques was put into operation by the advisory council. The results of the parent and staff assessments indicate differences in viewing the self-concepts of children. In general, the questionnaire showed that 86 percent were "very much" in favor of the program.

During the past three years, this project has been granted $44,531.43.

Introduction To Vocations

Loudonville - Perrysville Schools, Ashland County

A number of research efforts indicate that students need to know that there are hundreds of rewarding careers open to them, to get the feel of different job areas through experience in workshops and laboratories, and to get field experience by observing workers on the job. Approximately 125 children in the eighth grade of Budde Elementary School in Loudonville are involved in this project to gain those experiences.

All eighth grade students were scheduled into a course called "Introduction to Vocations," which consists of five cycles or areas of occupations (business education, personal services, science and health, manufacturing, and agriculture). The library was changed into a multi-media resource center where career materials are sorted and used by students and teachers. Tours were arranged so that students could view workers and work environments. Outside workers were brought into the classroom to act as resource persons.

As a direct result of the intensive "Introduction to Vocations" course, curriculum revision was necessary in order to accommodate emerging student interest in the business and mathematics areas. Pre- and post-test results on the "Career Education Inventory" show a definite growth of career knowledge by the students enrolled in the vocations course.

During the past three years, this project has been granted $43,727.52.

Career Exploration For Elementary Children

Perrysburg Exempted Village Schools, Wood County

Evidence is available that children today, both in Perrysburg and across the country, receive less career direction and motivation in their homes during the preschool and elementary years than was the case when parents traditionally passed down their occupational skills to their children. This general conclusion was supported by statistics indicating that in the area served by the Penta County Vocational School, which includes Perrysburg, less than one-half of the students who would enter the job market directly after high school were in occupational preparation programs.

The purpose of this project is to prepare chil educational and career decisions based on self-k of available career options. Direct participants eight elementary teachers and approximately 2 them in the Elm Street public and St. Ros schools in Perrysburg. All elementary stude expected to benefit from products developed by

The principal activity is the development of a exploration consisting of a curriculum plan, instructional units which can be integrated into The units emphasize student activities and inclu overview and the objectives of the unit; a lesso of teacher and student activities and a descripti resource materials; and a method for evaluatin units are developed by the project staff and pil pating teachers. Simulation, problem solving an stressed. The curriculum is based on the assu necessary for everyone to have advanced acade cessful and satisfied in a career.

The curriculum plan for career exploration ha uated and revised. Learning objectives for kind six have also been developed. During the second instructional units for grades K-3 were develo the eight participating teachers. The units v experts in career education. Development of grades 4-6 is underway. Approximately 20 of th been written.

The elementary curriculum has traditionally careers; therefore, this project represents a sub for elementary education.

During the past three years, this project has bee

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The purpose of this project is to prepare children to make personal, educational and career decisions based on self-knowledge and awareness of available career options. Direct participants in the project include eight elementary teachers and approximately 240 students assigned to them in the Elm Street public and St. Rose parochial elementary schools in Perrysburg. All elementary students in Perrysburg are expected to benefit from products developed by the project.

The principal activity is the development of a K-6 curriculum in career exploration consisting of a curriculum plan, learning objectives and instructional units which can be integrated into the regular curriculum. The units emphasize student activities and include a teacher's guide, an overview and the objectives of the unit; a lesson plan consisting of lists of teacher and student activities and a description of materials needed; resource materials; and a method for evaluating student progress. The units are developed by the project staff and pilot tested by the participating teachers. Simulation, problem solving and personal guidance are stressed. The curriculum is based on the assumption that it is not necessary for everyone to have advanced academic training to be successful and satisfied in a career.

The curriculum plan for career exploration has been developed, evaluated and revised. Learning objectives for kindergarten through grade six have also been developed. During the second year of the project, 47 instructional units for grades K-3 were developed and pilot tested by the eight participating teachers. The units were also evaluated by experts in career education. Development of instructional units for grades 4-6 is underway. Approximately 20 of the planned 40 units have been written.

The elementary curriculum has traditionally ignored the subject of careers; therefore, this project represents a substantially new direction for elementary education.

During the past three years, this project has been granted $127,347.00.

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A Realistic Educational Approach To Learning

South-Western City Schools, Franklin County

Responses to the "Search for Consensus" in May, 1972, indicated that the citizens in the South-Western City School District are strongly in favor of career education, with 70.5 percent agreeing that emphasis should be placed on career education programs. This project is designed to improve career education opportunities in the South-Western City schools.

A career continuum for all students K-10 had been previously established for approximately 60 percent of the eligible students. The project is an attempt to fill the void for those students interested in preprofessional or pretechnical careers. More than 50 seniors at Westland High School are participating in second year project activities.

Students observe and participate part-time in the day-to-day activities at various career learning stations volunteered by persons in the professional-technical community. The time allocated to these experiences ranges from a minimum of seven hours to a maximum of 20 hours per week. Project personnel provide necessary training for the community participants and career information and guidance for the students. The project is incorporated as a curriculum for students (without pay), a study of the effects of early career experiences on career commitment, and a follow-through.

Students were selected for participation prior to the end of the school term, and prospective job stations were identified during the summer. Seminars were conducted for learning station supervisors prior to the assignment of students, now actively participating in day-to-day, on-site activities. From reports of students, teachers and cooperating professionals, the program has exceeded expectations. First year data show that 95 percent of the students remained in the program, 25 percent chose to readjust their initial placement, and 63 percent significantly changed their original commitment to a specific career.

During the past two years, this project has been granted $94,363.38.

Adult Vocational Counselin

Springfield-Clark County Joint Vo

Clark County

A census taken in Clark County in 1970 revea 13,000 persons in the Springfield and Clark C 16 years of age and older, without a high sch presently enrolled in a high school. This proje those people.

The project provides occupational and educa interested out-of-school youth and adults in th County community. Persons participating in t may obtain training in the skills required for e assistance is available through the Adult Voc grams, Adult Basic Education or the General Ed testing service (GED). Approximately 50 perce out-of-school youth and adults 16 years and o project.

Using the Nelson-Denny Reading Test, Forms mathematics test as diagnostic tools, project p participant's readiness. These instruments are provements necessary to successfully compl program and the GED testing. Ninety-two perc program passed the GED. Ninety-four of the on (84 percent) desired to seek more education.

During the past three years, this project has be

tional Approach To Learning

y Schools, Franklin County

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project has been granted $94,363.38.

Adult Vocational Counseling Service

Springfield-Clark County Joint Vocational School, Clark County

A census taken in Clark County in 1970 revealed that approximately 13,000 persons in the Springfield and Clark County community were 16 years of age and older, without a high school education, and not presently enrolled in a high school. This project is designed to assist those people.

The project provides occupational and educational counseling to all interested out-of-school youth and adults in the Springfield and Clark County community. Persons participating in the counseling program may obtain training in the skills required for employment. Additional assistance is available through the Adult Vocational Education Programs, Adult Basic Education or the General Educational Development testing service (GED). Approximately 50 percent of the community's out-of-school youth and adults 16 years and older are involved in the project.

Using the Nelson-Denny Reading Test, Forms A and B, and a general mathematics test as diagnostic tools, project personnel determine the participant's readiness. These instruments are used again to show improvements necessary to successfully complete the skills training program and the GED testing. Ninety-two percent of those starting the program passed the GED. Ninety-four of the one hundred eleven adults (84 percent) desired to seek more education.

During the past three years, this project has been granted $39,673.06.

Career Orientation And Related Exploration

Streetsboro City Schools, Portage County

Longitudinal studies of previous graduates, a growing percentage of students requesting and receiving early graduation, and the student response to the Vocational Choice Inventory indicated a need in Streetsboro for greater career exploration opportunities.

An inservice training program for teachers and counselors includes areas of testing, selection of materials to be used in regular classroom instruction, selection of an existing curriculum, and emphasis on guidance techniques. Following the inservice training, the instructional effort is to be implemented as a pilot program of pupils in one class per teacher. Pre- and posttest data will be collected, with revision of techniques, materials or procedures as needed. Approximately 180 students in grades 7-10, social studies teachers for those students, and school guidance counselors are first-year participants.

Data demonstrate that the inservice for teachers and counselors has been successful. In general, ratings of the sessions were positive, and an increase in commitment to career education was demonstrated.

During the past year, this project was granted $25,000.00.

Group Guidance Mod

For Rural Elementary Edu

Switzerland of Ohio Local Schools,

The plan of this project is to develop a teacher-c approach to self, others and the world of w counselor as a resource person and inservice le help children identify with a variety of occupatio so that they may better understand their abilitie to make decisions about their future.

The major acitivity of this project is inservice f and demonstrations are presented on guidance room.

The guidance coordinator works with classroo techniques so that the activities will help all of dren involved in the project are from approxim families in the school district considered to ha economically deprived. Three K-8 public eleme K-8 parochial elementary building are involv mately 1,300 children.

The Guidance Practices Inventory was taken b the project. The results determined the needs service. The students were given a self-conce maturity inventory on a pre- and posttest ba evidenced by the majority of students in the pro

During the past three years, this project has be

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ject was granted $25,000.00.

Group Guidance Model

For Rural Elementary Education

Switzerland of Ohio Local Schools, Monroe County

The plan of this project is to develop a teacher-centered group guidance approach to self, others and the world of work using a guidance counselor as a resource person and inservice leader. The model is to help children identify with a variety of occupational positions and skills so that they may better understand their abilities and interests in order to make decisions about their future.

The major acitivity of this project is inservice for teachers. Workshops and demonstrations are presented on guidance activities in the classroom.

The guidance coordinator works with classroom teachers on guidance techniques so that the activities will help all of the children. The children involved in the project are from approximately 25 percent of the families in the school district considered to have low incomes and be economically deprived. Three K-8 public elementary buildings and one K-8 parochial elementary building are involved, including approximately 1,300 children.

The Guidance Practices Inventory was taken by all of the teachers in the project. The results determined the needs of the teachers for inservice. The students were given a self-concept index and a career maturity inventory on a pre- and posttest basis. Advancement was evidenced by the majority of students in the program.

During the past three years, this project has been granted $44,882.60.

Elementary Group Guidance Instruction Program

Toledo City Schools, Lucas County

Recognition of the need for guidance services at the elementary school level in three Lucas County school districts had been growing for several decades. Further, there was a strongly felt need to develop an organizational approach to elementary school guidance, published in segments, which could be presented by classroom teachers. This project focuses on those needs.

Elementary School Group Guidance Curriculum Guidelines were used to achieve desired behavioral changes in students. Classroom teachers teach one group guidance lesson each week and attempt to integrate ideas from the *Guidelines* into the entire elementary school curriculum. Awareness, knowledge and performance of guidance techniques and skills on the part of teachers constitute a major goal of the project.

Group guidance activities were integrated into the existing elementary school curriculum by classroom teachers who have had inservice activities with the *Guidelines.*

Approximately 5,150 children in grades one through eight and 128 teachers and administrative personnel are involved in the project. The project is in operation in the Toledo public schools, the Toledo diocesan schools and the Sylvania public schools.

Teachers and students have been interviewed to initiate the evaluation of the project activities. Both groups have shown acceptance of the *Guidelines* and the classroom guidance lessons. A pretest student "Behavior Analysis Tally Sheet" was administered during October, 1974, and a posttest will be done in May, 1975. Teachers will respond to "Teacher Evaluation for Elementary School Group Guidance Instructional Program" during the latter part of the 1974-75 school year.

During the past three years, this project has been granted $44,879.18.

Expansion Of Elementary Guida

Through Staff Development, Care

And Direct Services To Stu

West Muskingum Local Schools, Mus

Over the years, the Board of Education and the West Muskingum Local School District have set u establishing a K-12 guidance program. The purp expand guidance services according to that plan.

The plan is to institute an elementary guidanc teachers to increase their understanding of and i ance services, and involving parents in parent ed program was instituted at the beginning of the 19 is still in progress. Approximately 1600 childr schools, grades K-8, their parents and teacher project.

The involvement of parents in the process make Locally developed measuring instruments show i ress, classroom atmosphere and building atmo better family relationships.

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Schools, Lucas County

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Expansion Of Elementary Guidance Services Through Staff Development, Career Education And Direct Services To Students

West Muskingum Local Schools, Muskingum County

Over the years, the Board of Education and the administrators of the West Muskingum Local School District have set up a long-term plan for establishing a K-12 guidance program. The purpose of this project is to expand guidance services according to that plan.

The plan is to institute an elementary guidance program by training teachers to increase their understanding of and involvement with guidance services, and involving parents in parent education activities. This program was instituted at the beginning of the 1972-73 school year and is still in progress. Approximately 1600 children in four elementary schools, grades K-8, their parents and teachers are involved in the project.

The involvement of parents in the process makes this program unique. Locally developed measuring instruments show improved student progress, classroom atmosphere and building atmosphere. Parents report better family relationships.

During the past three years, this project has been granted $45,000.00.

Confluent Education: Improving Human Relations And Communications

Canton Local Schools, Stark County

In 1973, a survey of approximately 2,400 persons including parents, students and staff members in the Canton Local School District led to the general conclusion that students' attitudes were not helpful to learning. Top priority was given to the need to help teaching staff improve student attitude.

This project concentrates primarily on inservice training for the administrative staff and a core group of volunteer teachers. As the curriculum is modified through the combining and integrating of human relations concepts with the existing curriculum, students will develop skills in human relations. The number of students directly participating in such activities is expected to increase as the involvement of the teaching staff expands. During this year, approximately 44 teachers in grades K-12 and the approximately 1,200 students assigned to them are participating directly.

Project activities are proceeding as scheduled. The total staff was oriented to the concepts of the project. Workshop activities for administrators, teachers and community persons have dealt with community volunteer training, writing objectives and drug education. Twenty percent of the staff is enrolled in a locally developed graduate credit course. High school students have also been trained to work with elementary children.

During the past year, this project was granted $42,000.00.

Guidance Assessment

Cincinnati City Schools, Hamilt

A need to determine the effectiveness of guidan desire to involve school counselors in the inves refinement, and final design model for assessing ing services were identified as priority areas in Ci

Approximately 93 counselors in the Cincinnati who serve approximately 33,000 students, are i to meet those system-wide needs.

The project includes research studies of schoo forms and procedures which describe the kinds o problems attended to by the counselors. The systematized reporting, compilation, and inte dissemination in guidance efforts.

Different methods of gathering data have evo These are being evaluated in terms of expedi future use by other school districts.

During the past three years, this project has bee

n: Improving Human Relations

Communications

l Schools, Stark County

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ect was granted $42,000.00.

Guidance Assessment

Cincinnati City Schools, Hamilton County

A need to determine the effectiveness of guidance counselors and the desire to involve school counselors in the investigation, development, refinement, and final design model for assessing guidance and counseling services were identified as priority areas in Cincinnati in 1972.

Approximately 93 counselors in the Cincinnati Public School District, who serve approximately 33,000 students, are involved in this project to meet those system-wide needs.

The project includes research studies of school counselor materials, forms and procedures which describe the kinds of counseling needs and problems attended to by the counselors. The project provided for systematized reporting, compilation, and interpretive feedback and dissemination in guidance efforts.

Different methods of gathering data have evolved from the project. These are being evaluated in terms of expediency and accuracy for future use by other school districts.

During the past three years, this project has been granted $44,332.50.

Comprehensive Elementary Guidance Service Including Early Identification Through the County Office of Education

Columbiana County Schools

This project came in answer to a county-wide desire for early identification and remediation of learning disabilities for kindergarten and first grade children in the Columbiana County school system.

Comprehensive guidance services are a major step toward this goal.

A team of project workers conduct hearing, vision and general health screening. Teachers are trained to identify children with perceptual motor differences. After identification, parent volunteers and teacher aides are trained to work on individualized activities to help the child strengthen his skills for maximum learning. The guidance personnel work with all of the elementary children in guidance-related activities such as study skills, social adjustment and career motivation.

During the past three years, this project has been granted $44,836.83.

Accountability In Elementar Guidance Services

Elyria City Schools, Lorain

The Elyria City schools administration expressed the Elyria Board of Education, for more ac guidance services. This project provides the Ely chance to develop and implement a workable guidance programs.

Through the project a survey was made to dec vices should be offered. Training was then given t lors to provide the identified guidance activities. determine how effective the program was and h to provide elementary guidance services. The te students in five Elyria public schools and one school are involved in the project.

In this, the third year of the project, the pr implemented and the process has been expan guidance program.

During the past three years, this project has bee

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Accountability In Elementary School Guidance Services

Elyria City Schools, Lorain County

The Elyria City schools administration expressed a need, supported by the Elyria Board of Education, for more accountable elementary guidance services. This project provides the Elyria City schools with a chance to develop and implement a workable plan for elementary guidance programs.

Through the project a survey was made to decide what guidance services should be offered. Training was then given to teachers and counselors to provide the identified guidance activities. A study was made to determine how effective the program was and how much it would cost to provide elementary guidance services. The teachers, counselors and students in five Elyria public schools and one nonpublic elementary school are involved in the project.

In this, the third year of the project, the program has been fully implemented and the process has been expanded to the total K-12 guidance program.

During the past three years, this project has been granted $44,799.39.

Elementary Guidance In Gallipolis

Gallipolis City Schools, Gallia County

A formal student needs assessment instrument was administered to all elementary teachers in Gallipolis which substaintiated statements by teachers, parents and students in conferences and group meetings on the need for an elementary guidance program in the Gallipolis City schools.

An elementary guidance advisory committee was developed to establish a guidance program which involves students, teachers, administrators, parents, special personnel and community agencies. Ten elementary teachers were selected for participation in an extensive inservice program to prepare them to train their peers in guidance techniques.

The filling of elementary guidance staff positions by program participants is the goal. Elementary staff and approximately 1,650 students in grades K-6 in the Gallipolis City schools are involved in the project.

One of the program participants is presently employed as a full-time elementary guidance counselor.

During the past three years, this project has been granted $42,800.00.

Guidance Techniques: An A

To Pupil Developmer

Independence Local Schools, Cuy

Administrators in the Independence Local scho use guidance techniques to assist students in a school. Teachers and students in grades K-6 w Local School District boundaries including on participating in this project to meet that need.

A series of meetings has been held for teachers strate the value of guidance services. Teachers u work with their own pupils. Parents are help children grow and develop.

Teacher and administrator observations indicate fewer problems in adjusting to the school setting

During the past three years, this project has be

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this project has been granted $42,800.00.

Guidance Techniques: An Approach To Pupil Development

Independence Local Schools, Cuyahoga County

Administrators in the Independence Local schools identified a need to use guidance techniques to assist students in adjusting to elementary school. Teachers and students in grades K-6 within the Independence Local School District boundaries including one nonpublic school are participating in this project to meet that need.

A series of meetings has been held for teachers and parents to demonstrate the value of guidance services. Teachers use guidance practices to work with their own pupils. Parents are helped to understand how children grow and develop.

Teacher and administrator observations indicate that students now have fewer problems in adjusting to the school setting.

During the past three years, this project has been granted $37,602.63.

Elementary Guidance Program for Phillips, Norwood and Reno Schools

Marietta City Schools, Washington County

The southeastern part of Ohio, in the Appalachian region, has students with special problems such as low family income, poor self-concept, low vocational profile and little to no involvement of parents in school affairs. As an effort to deal with these special problems, this project emphasizes elementary guidance within the classroom.

Testing for learning disabilities and providing methods for overcoming these disabilities are important components of the project. Approximately 830 students in three elementary schools, grades kindergarten through six, are involved.

The counselor, as a resource person, provides information to students, teachers, parents and other specialists in and outside of the school setting.

Reading comprehension, self-concept, and knowledge of the world of work have improved, as indicated by the differences in pre- and post-test information. Volunteers and parents have become an integral part of the project, assisting teachers and the counselor to give special and individual assistance where it is needed.

During the past three years, this project has been granted $45,176.75.

An Elementary School Guidanc Complement the Multi-Unit Indivi Education (MUS/IGE) Pr

Northeastern Local Schools, Cl

The need for a complete guidance program MUS/IGE program in the Northeastern Local s from the results of the Guidance Practices Inve administered to the staff and parents in Septem complements the MUS/IGE program by pr informal communication system between paren tors and the school counselor.

The project includes weekly classroom gui directed by the counselor with further impleme Puppets, open-ended stories, filmstrips, role-play interpersonal group activities are utilized. Te inservice and visitation activities, and parents houses and parent conferences. The Guidance C an evaluative group to assist the counselor. Th working member of the Instructiona' Improv decision-making committee in this IGE school.

Students in the primary levels of the Northridge involved in the project. The first year includ three. The second year included five-year-olds limited basis. The final year (current) include four with partial inclusion of the staff of grade f

Student questionnaires administered to kinderg April, 1974, indicated that the counselor was a member with a positive influence on the studer questionnaire also given in April indicated that 5 felt that their involvement in the guidance pr while 35.7 percent felt their involvement was "n of a parent questionnaire given in April, 197 percent were aware of the guidance program a contact the counselor if needed.

During the past three years, this project has be

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chools, Washington County

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this project has been granted $45,176.75.

An Elementary School Guidance Project to Complement the Multi-Unit Individually Guided Education (MUS/IGE) Program

Northeastern Local Schools, Clark County

The need for a complete guidance program to complement the MUS/IGE program in the Northeastern Local schools was determined from the results of the Guidance Practices Inventory (GPI) which was administered to the staff and parents in September, 1972. This project complements the MUS/IGE program by providing a formal and informal communication system between parents, teachers, administrators and the school counselor.

The project includes weekly classroom guidance-related activities directed by the counselor with further implementation by the teacher. Puppets, open-ended stories, filmstrips, role-playing activities and other interpersonal group activities are utilized. Teachers are involved in inservice and visitation activities, and parents participate with open houses and parent conferences. The Guidance Committee functions as an evaluative group to assist the counselor. The counselor serves as a working member of the Instructional Improvement Committee, the decision-making committee in this IGE school.

Students in the primary levels of the Northridge-West Side buildings are involved in the project. The first year included grades one through three. The second year included five-year-olds and nine-year-olds on a limited basis. The final year (current) includes kindergarten through four with partial inclusion of the staff of grade five.

Student questionnaires administered to kindergarten through third in April, 1974, indicated that the counselor was a readily-identifiable staff member with a positive influence on the students being served. A staff questionnaire also given in April indicated that 54.6 percent of the staff felt that their involvement in the guidance program was "adequate" while 35.7 percent felt their involvement was "not enough." The results of a parent questionnaire given in April, 1974, indicated that 86.6 percent were aware of the guidance program and 93.3 percent would contact the counselor if needed.

During the past three years, this project has been granted $45,000.00.

Improvement Through Involvement:

A Unique Approach to Elementary Guidance

Pike-Delta-York Local Schools, Fulton County

A guidance services evaluation in the Pike-Delta-York School system completed in March, 1971, resulted in recommendations for expanded elementary school guidance services and greater involvement of parents in school activities. This project is designed to develop an elementary school guidance program which will involve as many parents as possible. Approximately 1000 children and their parents in grades K-6 in three elementary schools are involved in the project. The total staff involved includes approximately 84 persons.

Children in grades kindergarten through six receive basic guidance services. All parents have been invited to participate in periodic daytime meetings, workshops with consultants (days or evenings), classroom visitation, teacher-parent conferences or combinations thereof and home visitations as necessary.

Classroom and parent-involved activities are designed to help children understand and accept themselves as individuals in order to develop a positive self-image; understand and look objectively at their own scholastic strengths and weaknesses in order to make maximum progress; understand those ways of studying which will enable them to succeed at their own levels and rates; develop favorable peer relationships; respect others and the property and rights of others; and develop constructive ways to interact as contributing members of a group.

Written commitments were obtained from parents to: attend monthly meetings at which topics relevant to the program objectives will be presented; visit the classroom twice during the year; and open their homes for two school visitations.

Data from pre- and posttest teacher rating sheets and from student surveys indicate that the students who received guidance services in the project made positive growth toward each of the guidance goals. Teachers reported a majority of cases of positive growth between pretest and posttest ratings, some cases of no change and some cases of negative change. The data raise the possibility that greater guidance gains can be achieved when the teachers and counselors mutually identify some specific guidance needs of students and attempt, with the parents, to help students accomplish specific guidance objectives.

During the past three years, this project has been granted $42,968.68.

Extended Classroom Expe

Sylvania City Schools, Luca

Previous outdoor education efforts in the S
improved student attitudes toward school
fidence. Evaluators recommended additional e
specifically the kinds of classroom activities th
of outdoor experiences.

This project includes a survey of fifth grade sci
group-oriented learning exercises, and specia
Materials have been designed for small groups o
setting. Teams are scheduled into the outdoor
will receive two separate four-day experiences,
four days in the spring. Necessary transporta
camp daily, which is located within the Sylva
No overnight accommodations are required.

Second-year project participants are 600 fif
Sylvania City, Toledo City, Ottawa Hills Local
Toledo Catholic Diocese. The student populat
vide a balance between the number of white an

Student participants received four days of on-s
first semester of the 1974-75 school year,
within the classrooms have been planned for
external evaluator expressed a high degree of s
planning and organization, individualized i
afforded participants, and the teamwork and
ticipants.

During the past two years, this project has be

nt Through Involvement:

ach to Elementary Guidance

Local Schools, Fulton County

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Extended Classroom Experiences

Sylvania City Schools, Lucas County

Previous outdoor education efforts in the Sylvania schools led to improved student attitudes toward school and increased self-confidence. Evaluators recommended additional efforts to establish more specifically the kinds of classroom activities that would make best use of outdoor experiences.

This project includes a survey of fifth grade science and math curricula, group-oriented learning exercises, and special training for teachers. Materials have been designed for small groups of students in an outdoor setting. Teams are scheduled into the outdoor site so that each student will receive two separate four-day experiences, four days in the fall and four days in the spring. Necessary transportation is provided to the camp daily, which is located within the Sylvania City School District. No overnight accommodations are required.

Second-year project participants are 600 fifth grade students from Sylvania City, Toledo City, Ottawa Hills Local School District and the Toledo Catholic Diocese. The student population is structured to provide a balance between the number of white and black students.

Student participants received four days of on-site experience during the first semester of the 1974-75 school year, and follow-up activities within the classrooms have been planned for the winter interim. An external evaluator expressed a high degree of satisfaction with program planning and organization, individualized instruction opportunities afforded participants, and the teamwork and cooperation among participants.

During the past two years, this project has been granted $129,535.00.

Students In Community Service

Talawanda Local Schools, Butler County

In 1970, educators in the Talawanda Local School District conducted a systematic needs assessment of citizens' expectations. This project is intended to meet a stated goal from that assessment which relates to "... becoming a self-directed individual capable of solving life's problems ... an independent contributing member of the society in which he lives ..."

To meet project objectives, a community service unit designed to supplement the high school curriculum has been established. Eligible students are interviewed by the school counselors and faculty, and then recommended for participation. In cooperation with community agencies, over 40 community service positions have been established. These positions match the fields of interest and related school program of selected students. A student interested in medicine works in a hospital, a potential teacher helps in schools, a future conservationist works at a nearby state park and others who desire to help the needy or aged serve with welfare agencies or retirement homes. Students may provide services at any time during or after the school day. They do not receive compensation. Seventy students at Talawanda High School in Oxford and approximately 35 students at Badin High School in Hamilton are participating in second year project activities.

The number of volunteer students and the number of cooperating agencies and individuals has exceeded expectations. First-year data show that 76 percent of the students have increased either their attendance or academic achievement or both. A number of students received employment offers for positions for which they volunteered during the previous year. Surveys of parents, teachers and representatives of community agencies produced favorable comments.

During the past two years, this project has been granted $41,731.63.

Guidance And Counseling F

Educable Mentally Retarded

Troy City Schools, Miami C

School administrators' awareness in Troy th retarded students need a great deal more gui than any other group of children provided project.

The project provides this guidance and co counselor works cooperatively with the spec to provide individual and group guidance f students receive assistance in such areas as school, social adjustment and work attitude tions are held with the EMR teachers, t juvenile officer and parents about student 2,500 public and nonpublic students in grad are involved in the project.

Questionnaires for students, teachers and p and evaluated to determine the effectiveness counseling services offered. Factors such as a social adjustment have improved. Evaluation ongoing activity.

During the past three years, this project has bee

Community Service

l Schools, Butler County

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Guidance And Counseling For the Educable Mentally Retarded (EMR)

Troy City Schools, Miami County

School administrators' awareness in Troy that educable mentally retarded students need a great deal more guidance and counseling than any other group of children provided the impetus for the project.

The project provides this guidance and counseiing because the counselor works cooperatively with the special education teacher to provide individual and group guidance for the students. The students receive assistance in such areas as health, orientation to school, social adjustment and work attitudes. Frequent consultations are held with the EMR teachers, the school nurse, the juvenile officer and parents about student needs. Approximately 2,500 public and nonpublic students in grades seven through 12 are involved in the project.

Questionnaires for students, teachers and parents were collected and evaluated to determine the effectiveness of the guidance and counseling services offered. Factors such as attendance, health and social adjustment have improved. Evaluation of the project is an ongoing activity.

During the past three years, this project has been granted $34,190.48.

Innovative Exemplary Elementary Guidance Program

Union - Scioto Local Schools, Ross County

Two staff members in Union Scioto surveyed selected students and parents in 1972 to determine that public support was available to develop further elementary school guidance services in the Union-Scioto Local schools.

This project is an attempt to build a guidance program with the total involvement of staff, community and students. Thirty-two teachers, six teacher aides, two administrators, one counselor and approximately 850 students in grades K-6 are involved.

The program called for the hiring of an elementary school counselor and a counselor's aide. The first phase involved assessment of student needs followed by parent-teacher workshops, teacher inservice, a student activities program and development of a resource center to fit the student needs identified in the assessment.

Parent-teacher meetings and teacher inservice programs have been conducted, guidance personnel have been hired, student activities have been initiated and a resource center has been established. The Parents' Advisory Committee and Teachers' Steering Committee have been combined into a single school-wide group that provides input into many phases of the schools' planning for positive growth.

During the past three years, this project has been granted $43,801.63.

Progress Research In Meeting Elementary Standards

Columbus City Schools, Franklin County

In attempting to design an evaluation procedure to be used by elementary schools in complying with state minimum standards, Columbus school officials noted a lack of evaluation services and procedures at the local building level. This project attempts to respond to the need for improved building evaluation processes. The 55,988 Columbus public elementary school children and 9,363 Columbus nonpublic elementary students in grades 1-6, and their teachers, administrators and parents are participants in the project.

The project utilizes a field service unit to assist schools in initially administering and interpreting possible evaluation techniques and in reporting the results. Evaluation committees of parents, teachers and principals function at each of the elementary buildings. These committees receive on-the-job training. The project staff has also developed evaluation instruments for program administrative areas.

To date, each school has been assessed using the new state minimum standards to determine the status and needs of each school. Instruments have been developed in six areas of the state standards to assist schools in their self-evaluations. These areas include curriculum, organization and administration, statutory requirements, pupil services, staff personnel and school-community relations. Field service units have been developed and are serving elementary schools as proposed.

Curriculum improvement has been documented at the local building level. A survey given to teachers and administrators during the second year indicated that 77 percent of teachers and 73 percent of administrators responding felt that "Primes" evaluation instruments were useful. During the second project year, 146 public and parochial schools participated in the project.

During the past three years, this project has been granted $217,785.04.

Volunteer Services Managem

Columbus City Schools, Frank

A community survey designed to determin solutions was initiated in Columbus in Januar the survey contained a number of recommenda specifically with volunteer programs.

The purpose of this project is to improve the the Columbus City schools through more effect volunteers. The project is developing, pilot volunteer services management system consisti ment, placement, orientation, training and e recording, organizing and presenting to staf concerning the availability of volunteers is also can be implemented manually or with compu system, which is intended for independent use as well as by central office, should provide d managing a program as well as in modifying creating new programs.

It is anticipated that all students of the publi within the Columbus School District will be Active participants, in addition to the pro primarily of administrators and teachers invol system and the volunteers who staff the progra

During the first year, the components of the sy needs assessment plan was implemented an program evaluation components were pilot test the total system was written. During the secon is being pilot tested at the secondary level schools and in the nonpublic schools. As a pa volunteer programs have been designed an buildings.

During the past two years, this project has bee

n Meeting Elementary Standards

y Schools, Franklin County

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Volunteer Services Management System

Columbus City Schools, Franklin County

A community survey designed to determine needs and arrive at solutions was initiated in Columbus in January, 1972. The reports of the survey contained a number of recommendations. Ten of these dealt specifically with volunteer programs.

The purpose of this project is to improve the instructional program of the Columbus City schools through more effective and expanded use of volunteers. The project is developing, pilot testing and refining a volunteer services management system consisting of five parts: recruitment, placement, orientation, training and evaluation. A system for recording, organizing and presenting to staff members information concerning the availability of volunteers is also being developed which can be implemented manually or with computer assistance. The total system, which is intended for independent use by individual buildings as well as by central office, should provide direction and guidance in managing a program as well as in modifying existing programs and creating new programs.

It is anticipated that all students of the public and nonpublic schools within the Columbus School District will benefit from the project. Active participants, in addition to the project staff, will consist primarily of administrators and teachers involved in the management system and the volunteers who staff the program.

During the first year, the components of the system were designed. The needs assessment plan was implemented and the recruitment and program evaluation components were pilot tested. A manual describing the total system was written. During the second year, the total system is being pilot tested at the secondary level of the Columbus City schools and in the nonpublic schools. As a part of the pilot test, new volunteer programs have been designed and implemented in 26 buildings.

During the past two years, this project has been granted $127,950.07.

Institutionalized Evaluation

Hamilton City Schools, Butler County

School administrators, teaching staff and school board members in Hamilton City schools perceived a need for a systematic approach to a number of educational problems. This project attempts to systematize the gathering and interpreting of information on student achievement, staff qualifications, pupil census data, community resources, transportation and instructional costs in order to suggest possible improvements in the instructional program, facilitate the completion of state reports, and project school enrollments as well as general population changes.

To gather data on student achievements, principals and teachers have completed a before-and-after test of student's reading skill growth and interest-in-reading change. This assessment has resulted in changing the remedial reading program. A pupil census file has also been developed and has provided information on numerous occasions to assist the board of education in making decisions. This file has supplied information for state and federal reports.

Additional programs evaluated include: (1) a summer orientation program for potentially disruptive students entering junior high school; (2) an in-school suspension program; and (3) an alternative school. During the third year, project activities have resulted in several special reports, a revision of a staff opinion survey, and continued development of the staff information file and district payroll procedure. The project staff also responded to many requests for information from board members, administrators and teachers. The staff conducted several inservice training programs and developed numerous evaluation strategies for specified projects and programs in the district.

During the past three years, this project has been granted $301,674.33.

Cafeteria Unified Purcha

Lorain County School

A survey of school district administrators in Lora need to identify efficient methods of cafeteri reduce expenses for cafeteria supplies and purchasing. This project is directed toward that n

Initially, the focus of the project was on an a could be used by school districts having either m operations and on a unified purchasing plan f about 160 cafeteria food and supply items. A given to nutrition education, menu planning, and sanitation, and food preparation and dis active training program for cafeteria manage directed toward improving knowledge, attitude skills. During this final year, a handbook of gui cooperative purchasing program for cafeteria been prepared. In cooperation with the Depa Division of School Food Services and the Stat accounting system developed by this project incorporate features of an accounting system of Agriculture.

Fifteen city and local school districts of Lorain ing in the project, with primary participation public and nonpublic school staff members who

During the past three years, this project has bee

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Schools, Butler County

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this project has been granted $301,674.33.

Cafeteria Unified Purchasing

Lorain County Schools

A survey of school district administrators in Lorain County revealed the need to identify efficient methods of cafeteria management and to reduce expenses for cafeteria supplies and food through group purchasing. This project is directed toward that need.

Initially, the focus of the project was on an accounting system that could be used by school districts having either manual or computerized operations and on a unified purchasing plan for bread products and about 160 cafeteria food and supply items. Attention has also been given to nutrition education, menu planning, quality control, health and sanitation, and food preparation and distribution systems. An active training program for cafeteria managers and employees is directed toward improving knowledge, attitudes and food preparation skills. During this final year, a handbook of guidelines for developing a cooperative purchasing program for cafeteria foods and supplies has been prepared. In cooperation with the Department of Education's Division of School Food Services and the State Auditor's office, the accounting system developed by this project has been modified to incorporate features of an accounting system of the U.S. Department of Agriculture.

Fifteen city and local school districts of Lorain County are participating in the project, with primary participation by approximately 500 public and nonpublic school staff members who serve hot lunches.

During the past three years, this project has been granted $170,418.41.

Educational Planning To Improve Instruction

Toledo City Schools, Lucas County

A careful analysis of the decision-making process in Toledo schools and a local study underlined the need to permit educational decisions regarding pupil needs, program planning, budgeting and evaluation to be made in individual school buildings rather than in the central office. This project is designed to meet that need through the development of a planning system.

An educational planning system is being designed which is expected to operate at all levels – the classroom, the school, the school district and the community. The system consists of five major, related components: educational needs assessment, evaluation of instruction, instruction-by-objectives, finance and budget, and information and dissemination. Three components, instruction-by-objectives, needs assessment, and finance and budget, received priority during the first year. In the third year efforts have been directed toward fully developing the information-dissemination and evaluation components as well as revising the other components in order to implement the complete educational planning system.

This project attempts to include school personnel at all levels in the decision-making process by providing them with increased financial, personnel, resource, community and program information of a timely and accurate nature. Such an approach enables teachers and principals, in particular, to see the results of their decisions and become more accountable to the community.

Procedures and products have been developed for the various components of the system. Prototypes of three needs assessment systems have been developed. Needs assessment instruments for elementary and secondary schools have been developed. During the third year, all Toledo schools will be operating on the decentralized budgeting program. In some instances, information obtained as a result of needs assessment activity has proven valuable in improving instruction. The instruction-by-objectives component has been developed in the areas of reading and math and has operated in 12 elementary schools.

During the past three years, this project has been granted $488,131.55.

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Metropolitan Cleveland Education

Willoughby-Eastlake City Schools

Studies in the metropolitan Cleveland area personnel need more comprehensive and cur mation and expanded and more efficient data established that the existing data processing ce identified needs without consolidation of reso tive efforts.

The purpose of this project is to assist participa their management organizations through the and comprehensive systems of data processin available data processing services and system accurate data and management information to trators and boards of education for use in decisions.

Three data processing centers operated by Willoughby-Eastlake school systems were sel These centers assist the project staff (a pro processing specialist) in identifying and ranki data processing and management informatio designing and instituting data processing servic systems. Consultants and commercial firms ar to advise the project staff on the content of th and to assist in the writing of computer progra

The three project centers are providing da approximately 180,000 students, an increase o project began. A student service package (i grade, attendance, and census reporting) ha available to participating school systems. A payroll system has also been designed and pro being field tested.

Major emphasis has been placed during the p and programming of a budget and financial upon a proposed new chart of accounts for the being pilot tested. A long range plan fo processing services to the project school syste

Thirty-one school systems in the metropo participating in the project.

During the past three years, this project has b

ning To Improve Instruction

Schools, Lucas County

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Metropolitan Cleveland Educational Service Center

Willoughby-Eastlake City Schools, Lake County

Studies in the metropolitan Cleveland area confirmed that school personnel need more comprehensive and current management information and expanded and more efficient data processing. It was also established that the existing data processing centers could not meet the identified needs without consolidation of resources and other cooperative efforts.

The purpose of this project is to assist participating school districts with their management organizations through the development of detailed and comprehensive systems of data processing; the centralization of available data processing services and systems; and the provision of accurate data and management information to teachers, school administrators and boards of education for use in making education-related decisions.

Three data processing centers operated by the Mentor, Parma and Willoughby-Eastlake school systems were selected as project centers. These centers assist the project staff (a project director and a data processing specialist) in identifying and ranking in order the districts' data processing and management information requirements; and in designing and instituting data processing services to participating school systems. Consultants and commercial firms are used when appropriate to advise the project staff on the content of the system being developed and to assist in the writing of computer programs.

The three project centers are providing data-processing services to approximately 180,000 students, an increase of nearly 80,000 since the project began. A student service package (including scheduling and grade, attendance, and census reporting) has been developed and is available to participating school systems. A staff information and payroll system has also been designed and programmed and is currently being field tested.

Major emphasis has been placed during the past year on the designing and programming of a budget and financial accounting system based upon a proposed new chart of accounts for the state. The system is now being pilot tested. A long range plan for the provision of data processing services to the project school systems has been completed.

Thirty-one school systems in the metropolitan Cleveland area are participating in the project.

During the past three years, this project has been granted $270,652.16.

Project Impact

Cleveland City Schools, Cuyahoga County

Staff surveys in the Cleveland City schools revealed a high priority for improved diagnosis of learners' needs and the expansion of procedures for helping with instructional techiques for students. This project is designed to meet that need.

Representatives from Cleveland City schools and Case Western Reserve University have cooperated in planning and implementing the project, which is based upon evidence that teachers who know their own strengths, motivation, and goals, and who are self-directed, can instill these qualities in students. Public and nonpublic school teachers and administrators are participating in weekly two-hour sessions designed to improve their knowledge and skills. Each seminar focuses on a specific objective related to improved professional performance. As an important part of the training process, participants are adapting the teaching methods for classroom use. University involvement in the project will be phased out over the three-year project period, with former school district participants eventually serving as trainers for other teachers of the target area. Fifty-four teachers (42 elementary and 12 secondary) from 15 schools in the Collinwood High School attendance area and more than 4,000 students they serve are involved in second-year project activities.

All necessary pretest data for teachers and students have been collected, and six co-trainers have demonstrated growth in confidence and technique in conducting seminar activities. A draft edition of the project manual has been completed and is used as a guide in the continuing series of seminars.

During the past two years, this project has been granted $157,825.00.

Project Study

Cleveland City Schools, Cuyah

An advisory council of teachers and admi assessed pupil performance, using the Compr Skills. This test showed that five public schools had a greater percentage of sixth grade pupils comprehension than the normal large city rate to improve reading comprehension. Participa year include 13 sixth grade teachers and over public schools and five nonpublic schools.

During the second year of the project, teacher in a series of one-to-two-hour, after school, ins direction of a consultant. Teachers, through su the learning packets in classrooms, are expecte components, which are designed to improve in in the social studies context. It is anticipated determine the format and procedures for a stu that can be independently replicated in other si

Evaluation data from early tests showed that the classes showed significant gains in knowl scores were translated into percentages and compared, gains of nine to 15 percent were ob sessions for teacher participants have continue being visited once every two weeks to provide support.

During the past two years, this project has been

Project Impact

Schools, Cuyahoga County

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his project has been granted $157,625.00.

Project Study

Cleveland City Schools, Cuyahoga County

An advisory council of teachers and administrators in Cleveland assessed pupil performance, using the Comprehensive Test of Basic Skills. This test showed that five public schools in a selected target area had a greater percentage of sixth grade pupils below average in reading comprehension than the normal large city rate. This project is designed to improve reading comprehension. Participants during the second year include 13 sixth grade teachers and over 400 students from eight public schools and five nonpublic schools.

During the second year of the project, teacher participants are engaging in a series of one-to-two-hour, after school, inservice sessions under the direction of a consultant. Teachers, through supervised field testing of the learning packets in classrooms, are expected to validate the packet components, which are designed to improve independent reading skills in the social studies context. It is anticipated that this field testing will determine the format and procedures for a study skills curriculum kit that can be independently replicated in other sixth grade classrooms.

Evaluation data from early tests showed that more than 75 percent of the classes showed significant gains in knowledge. When the average scores were translated into percentages and the levels of accuracy compared, gains of nine to 15 percent were observed. Inservice training sessions for teacher participants have continued, and every classroom is being visited once every two weeks to provide additional assistance and support.

During the past two years, this project has been granted $72,170.51.

Program For Leadership In Urban Education

Cleveland City Schools, Cuyahoga County

An August, 1973, survey conducted in a number of Cleveland schools indicated a need for greater administrative effectiveness. This project was established to focus directly on the inservice training of urban school administrators.

Administrator participants in the project pursue, in a clinical setting, inservice training focused directly upon their own problems. Based more upon a social than an information-giving model, the sessions present resource persons primarily in the behavioral and management sciences. Thirty-two public and nonpublic school principals, central office supervisors, and cabinet level administrators are first-year project participants.

Seminar sessions relating to such topics as management of schools, community involvement, curriculum development, and school law have been conducted. Clinical discussions and applications relating to individual needs have also been initiated. Substantial baseline self-evaluation information relating to management styles has been collected for posttest comparison and analysis of change.

During the past year, this project was granted $70,000.00.

The Phoenix Plan: A Program For

From Disadvantaged Area

Toledo City Schools, Lucas C

An analysis of achievement scores of Toledo eight
1972-3 surveys conducted with parents, studen
Toledo indicated the need for an educational
children.

This project attempts to expand the learning op
disadvantaged students by developing an inte
ciplinary approach to learning. Students in the pr
become involved in an integrated approach to le
teams of teachers in various organizational patter
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dents with the opportunity to improve their lead
planning and specific counseling provisions wil
ensure learner progress and self realization. Visit
sons and field trips into the community will e
perceive the wide variety of choices available to th

Sixty ninth grade students from one public and
school in the Toledo area are the primary particip

Project staff have attended a one-week workshop
their knowledge and skill in areas relating to the
Project staff have also developed a curriculum g
administered to the students to measure their cri
and self-concepts. Students have also participate
to explore vocational opportunities.

During the past year, this project was granted $94

lership In Urban Education

chools, Cuyahoga County

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the project pursue, in a clinical setting, rectly upon their own problems. Based information-giving model, the sessions narily in the behavioral and management nd nonpublic school principals, central level administrators are first-year project

such topics as management of schools, iculum development, and school law have ussions and applications relating to indi- n initiated. Substantial baseline self- ng to management styles has been col- and analysis of change.

ct was granted $70,000.00.

The Phoenix Plan: A Program For The Gifted From Disadvantaged Areas

Toledo City Schools, Lucas County

An analysis of achievement scores of Toledo eighth grade students and 1972-3 surveys conducted with parents, students and principals in Toledo indicated the need for an educational program for gifted children.

This project attempts to expand the learning opportunities of gifted disadvantaged students by developing an integrated and interdisciplinary approach to learning. Students in the project are expected to become involved in an integrated approach to learning which utilizes teams of teachers in various organizational patterns. Study and discussion seminars and independent study projects should provide the students with the opportunity to improve their leadership abilities. Team planning and specific counseling provisions will also be utilized to ensure learner progress and self realization. Visits by community persons and field trips into the community will enable the students to perceive the wide variety of choices available to them.

Sixty ninth grade students from one public and one nonpublic high school in the Toledo area are the primary participants in the project.

Project staff have attended a one-week workshop designed to increase their knowledge and skill in areas relating to the concept of giftedness. Project staff have also developed a curriculum guide. Tests have been administered to the students to measure their critical thinking abilities and self-concepts. Students have also participated in several field trips to explore vocational opportunities.

During the past year, this project was granted $94,100.00.

Community Synergy: Involving Agencies For Better Education

Ashtabula Area City Schools, Ashtabula County

Using a broad range of research studies and recognizing a local need for improved student self-image, better school-community relations, and more effective use of school facilities, administrators in the Ashtabula Area City schools organized a community council representing existing local agencies to determine educational needs and design community solutions.

As the result, the public and nonpublic schools, a cultural arts center, and the social services division of the welfare department are cooperating to achieve a more effective learning environment. Two art instructors and a physical education instructor have been employed, the nonpublic school gymnasium has been made available for all students, a home-visitation program and survey for the school communities have been conducted, and the arts center complements the in-school program with creative movement and cultural activities. A total of 377 students in grades K-6 at Washington Elementary School and another 190 students in grades 1-8 at the nonpublic Mother of Sorrows School are active project participants.

A more cooperative attitude appears to be developing between students and parents. Reactions to home visitations by two representatives of the social services agency have been favorable, and new opportunities have been provided to students through activities at the cultural arts center.

During the past year, this project was granted $44,999.00.

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